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ABSTRACT

The final report discusses achievements of Project STRETCH (Strategies for Training Regular Educators to Teach Children with Handicaps), designed to develop 20 one-half hour videotape cassettes and manuals on the needs of mild to moderately handicapped students and methods of maintaining them in the regular classroom. Topics for the videotapes were identified by representative public school teacher groups and university personnel as essential in meeting the teaching responsibility of providing good instruction for all students, with emphasis on handicapped students only where the handicapping condition necessitated an instructional difference for maximum potential development. Topics included were mainstreaming, grouping, learning styles, simulation, assessment, learning centers, peer tutoring, behavior modification, and parent counseling. National and statewide dissemination activities are described. The bulk of the document is composed of six appendixes, including course evaluations, project correspondence, and descriptions of STRETCH workshops. (CL)

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FINAL REPORT

FY 1977-78

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NATIONAL INSTITUTE OF EDUCATION

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Project STRETCH

STRATEGIES FOR TRAINING REGULAR EDUCATORS TO TEACH CHILDREN WITH HANDICAPS

Lawrence R. Weiner, Director
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Metropolitan Cooperative Educational Service Agency
2268 Adams Drive, N. W.
Atlanta, Georgia 30318
404/352-2697

August, 1978

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

EC122108

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Education for the Handicapped

FINANCIAL STATUS REPORT

(Follow instructions on the back)

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED	2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER	OMB Approved No. 80-R0180	PAGE	OF
HEW - Office of Education	G007701179		1	1 PAGES

3. RECIPIENT ORGANIZATION (Name and complete address, including ZIP code)	4. EMPLOYER IDENTIFICATION NUMBER	5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER	6. FINAL REPORT	7. BASIS
Metropolitan Cooperative Educational Service Agency 2268 Adams Drive, N.W. Atlanta, Georgia 30318	0058-1139622	E552	[X] YES [ ] NO	[ ] CASH [X] ACCRUAL

8. PROJECT/GRANT PERIOD (See instructions)		9. PERIOD COVERED BY THIS REPORT	
FROM (Month, day, year)	TO (Month, day, year)	FROM (Month, day, year)	TO (Month, day, year)
06/01/77	05/31/79	06/01/77	05/31/78

10. STATUS OF FUNDS

PROGRAMS/FUNCTIONS/ACTIVITIES ►	(a) Personnel	(b) Fringe Benefits	(c) Travel	(d) Supplies	(e) Contractual	(f) Other	TOTAL (g)
a. Net outlays previously reported	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-
b. Total outlays this report period	71,800.00	8,616,00	8,584.00	1,000.00	3,000.00	7,000.00	100,000.00
c. *Less:* Program income credits	-0-	-0-	-0-	-0-	-0-	-0-	-0-
d. Net outlays this report period *(Line b minus line c)*	71,800.00	8,616.00	8,584.00	1,000.00	3,000.00	7,000.00	100,000.00
e. Net outlays to date *(Line a plus line d)*	71,800.-0	8,616.00	8,584.00	1,000.00	3,000.00	7,000.00	100,000.00
f. *Less:* Non-Federal share of outlays	-0-	-0-	-0-	-0-	-0-	-0-	-0-
g. Total Federal share of outlays *(Line e minus line f)*	71,800.00	8,616,00	8,584.00	1,000.00	3,000.00	7,000.00	100,000.00
h. Total unliquidated obligations	-0-	-0-	-0-	-0-	-0-	-0-	-0-
i. *Less:* Non-Federal share of unliquidated obligations shown on line h	-0-	-0-	-0-	-0-	-0-	-0-	-0-
j. Federal share of unliquidated obligations	-0-	-0-	-0-	-0-	-0-	-0-	-0-
k. Total Federal share of outlays and unliquidated obligations	71,800.00	8,616.00	8,584.00	1,000.00	3,000.00	7,000.00	100,000.00
l. Total cumulative amount of Federal funds authorized	71,800.00	8,616.00	8,584.00	1,000.00	3,000.00	7,000.00	100.000.00
m. Unobligated balance of Federal funds	-0-	-0-	-0-	-0-	-0-	-0-	-0-

11. INDIRECT EXPENSE	a. TYPE OF RATE N/A *(Place "X" in appropriate box)* [ ] PROVISIONAL [ ] PREDETERMINED [ ] FINAL [ ] FIXED	b. RATE	c. BASE	d. TOTAL AMOUNT	e. FEDERAL SHARE

12. REMARKS: *Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.*

13. CERTIFICATION

I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL

TYPED OR PRINTED NAME AND TITLE
Charles W. Thompson, Ex. Director

DATE REPORT SUBMITTED
7/20/78

TELEPHONE *(Area code, number and extension)*
404/352-2697

269-102 3

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ABSTRACT

The purpose of Project STRETCH was to develop 20 one-half hour videotape cassettes and manuals dealing with the general narative and needs of mild to moderate handicapped children and methods of maintaining these children in the regular classroom.

Production included the 20 color videotapes on topics that were identified by teacher groups as essential in meeting additional teaching responsibilities when handicapped children were known to be included on their class rolls.

The 1977-78 year saw completion of the final eight videotapes along with the written manuals. This was the Project's first year of dissemination reflected by the following activities:

a. Five national workshops;

b. Completion of three 60 minute preview tapes;

c. Completion of brochure;

d. Scheduling of videotapes on California ITV Network.

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OVERVIEW

Project STRETCH (Strategies for Training Regular Educators to Teach Children with Handicaps) is a teacher education program. Legislative decisions to provide appropriate educational services for every school age child in the State of Georgia served as the catalyst that resulted in Project STRETCH. The proposal gained substantive committments of support from the Georgia Department of Education. Funds were provided by the Bureau of Education for the Handicapped, along with state and local support which made the tasks realistically achievable.

The purpose of Project STRETCH was to develop 20 one-half hour videotape cassettes dealing with the general nature and needs of mild to moderate handicapped children and methods of maintaining these students in the regular classroom for all or part of the day.

Production included 20 color videotapes on topics that were identified by representative public school teacher groups and university personnel as essential in meeting the teaching responsibility of providing good instruction for all students, with emphasis on handicapped students only where the handicapping condition necessitated an instructional difference for maximum potential development.

The 20 topics treated were based on teachers' priorities. Companion printed manuals were written to support each of the 20 half-hour videotapes that comprised the series. Topics included were:

MAINSTREAMING
EXCEPTIONAL CHILD
GROUPING
LEARNING STYLES
SIMULATION
ASSESSMENT
INDIVIDUALIZED INSTRUCTION

QUESTIONING SKILLS
LEARNING CENTERS
VALUE CLARIFICATION
CLASSROOM MANAGEMENT
PARENT COUNSELING
PEER TUTORING
SPELLING
LANGUAGE EXPERIENCE APPROACH
READING IN THE CONTENT AREA
BEHAVIOR MODIFICATION
ART AND THE EXCEPTIONAL STUDENT
CAREER EDUCATION
MATHEMATICS AND THE SPECIAL STUDENT

A contractual agreement with the Georgia Educational Television Network for production of the 20 half-hour tapes, guaranteed excellence in broadcast quality.

Goals and Objectives

The primary goal of the national workshops was to participate in demonstrating that the STRETCH materials could be effectively utilized to complement or supplement existing teacher education materials at the university level or in local staff development programs. To meet this goal, the following five objectives were established for workshop participants:

- To become acquainted with the process by which the materials were developed.
- To be exposed to the video programs.
- To be exposed to written materials.
- To plan for utilization of materials in their setting.
- To discuss problems which arise in training.

Major Activities

Major achievements were evidenced in Project dissemination activities scheduled for FY 78, the first of a two year funding cycle for national dissemination of Project STRETCH. Activities implemented were consistent with the project's goals and objectives as stated in this document.

The Project's major dissemination activities for FY 78 were projected toward a national audience, while local and state-wide dissemination continued to follow similar procedures as outlined in the original grant.

Local dissemination, in the form of direct training assistance to local school systems with planning, implementation and coordination of available resources for staff development programs, was provided by designing an identification and education methods course featuring the STRETCH materials. The curriculum for the course consisted of 13 select modules, that comprised the core curriculum, supplemented by additional relevant materials. The course, taught by STRETCH staff, requiring 50 contact hours, was offered by Local Educational Agencies (LEAs) to their teachers and administrators either as a component of their continuing education program (in-service staff development) or for teacher recertification in compliance with the H.B. 671 mandate.

STRETCH materials were also disseminated to teachers locally through collaboration with the Atlanta Area Teacher Education Service (AATES). STRETCH materials were incorporated as complementary materials to a special education course SPE 601, 676, and 700 offered as a cross referenced course at Georgia State University, University of Georgia and West Georgia College through AATES to teachers for increment credit.

Table 1 depicts the number and type of LEA personnel completing the direct local dissemination efforts.

TABLE 1 - Local Dissemination Efforts

Quarter	Central Office	Elementary	Middle School	High School	Other
Fall	1	7	8	4	1*
Winter		22	14	12	1**
Spring		16	6	6	4*** *****
TOTALS	1	45	28	22	6

*Substitute Teacher **Building Principal ***Reg. Ed. Consultants ****Unemployed

Feedback from the participants in the form of course evaluations (see Appendix A) and verbal responses resulted in using a variety of organizational formats to effectively meet the needs of teacher participants

Primarily, state-wide dissemination efforts of Project STRETCH were perpetuated through Georgia Learning Resources System as well as the Cooperative Educational Services Agencies throughout the state, along with the Clayton County Identification and Education Project. This Project is a State funded spin-off of STRETCH, with two main objectives:

1. To serve as a state model for staff development training with respect to mainstreaming (the I&E Course).

2. To create and implement dissemination strategies for encouraging other state school systems to use the I&E Course, and thus, the STRETCH modules.

This years I&E effort centered around a continued state-wide dissemination of 20 I&E modules; each module being based on one of the 20 previously mentioned STRETCH topics/tapes, but with somewhat different print materials and classroom exercises than those used by M-CESA in the field testing previously reported. Training coordinators (generally GLRS or CESA special education teacher trainers) from all parts of Georgia were identified, trained and given I&E/STRETCH materials. Staff development/in-service courses were held during the summer, fall, spring and winter quarters for regular education teachers to obtain teacher recertification credit.

Three special invitations were accepted by Project staff to participate in state-wide dissemination activities. The dissemination locations and dates are depicted in Table 2 on the next page. See Appendix B for a copy of programs.

Table 2 - State-wide Dissemination Efforts

Date	Location	Participants
January 25-27, 1978	Georgia Southern College Statesboro, Georgia	150-200 graduate and under graduate regular educators
March 31, 1978	Georgia Association of Educators 8th Annual Convention Atlanta, Georgia	60 Regular teachers and Administrators
April 21, 1978	Middle School Conference Georgia College Milledgeville, Georgia	45 middle school teachers and administrators

Project staff continued to cooperate with State Department of Education personnel in maintaining a liaison with colleges and universities for the purpose of obtaining course work credit through designated colleges.

National dissemination activities for FY 78 consisted of conducting five regional workshops for purposes of demonstrating the versatility of the STRETCH materials as a complement or supplement to existing teacher education materials at the university level or in local staff development programs.

A pilot workshop, held in Findlay, Ohio during August of 1977, served as a preliminary training for the Project staff in conducting the remaining four national workshops.

The workshops were arranged by Project staff in conjunction with the National Systems of Learning Resource Centers. Table 3 depicts the locations and dates of national workshops conducted.

Table 3 - National Dissemination

Locations	Dates	Attendance
Northwest Ohio Special Education Supervisors Organization Findlay, Ohio	August 1977	46
GST Special Education Program Fargo, North Dakota	October 1977	225
University of New Mexico Albuquerque, New Mexico	April 1978	100
Henderson State University Arkadelphia, Arkansas	April 1978	90
CEC International Convention Kansas City, Missouri	May 1978	50

Typically, these workshops lasted three days and followed a lecture/group involvement/presentation format. The lectures were minimal with the majority of the time spent in small group activities and presentations (see Appendix C). At the conclusion of the workshop, participants completed an evaluation form and a personal plan of action detailing how they plan to use the knowledge gained from the workshop. (See Appendix D).

An on-site follow-up/planning visit by Project staff was successful in gaining more wide-spread opportunity for dissemination of STRETCH in California. The State of California in conjunction with the California Instructional Television Consortium has for the past year disseminated Project STRETCH. School districts in California planning a personnel training program to prepare teachers and other staff for the responsibilities of instructing handicapped had STRETCH made available over broadcast television. The STRETCH series was utilized as part of a course designed for inservice and academic use. Most of the California state universities and colleges granted college credit to those who completed the course requirements. As a result of this "follow-up" additional training/dissemination has been requested for that state.

CONCLUSIONS AND RECOMMENDATIONS

In 1974 the STRETCH project began the developmental processes that would result in the production of 20 half-hour videotape programs dealing with topics considered essential to prepare regular teachers for the mainstreaming effort. These programs were completed in September 1977. Additionally, a participant manual has been completed to accompany each video cassette program for an approximate four hour staff development, pre service or inservice training activity. Combinations of programs are often incorporated into a five hour college credit course or certification increment credit.

One state-wide Train-the-Trainer Clinic has been completed as a part of the spin off project in Clayton County. A second focused on the final eight programs and was completed October 3-5, 1977. Other publicity within the state has resulted in generally positive reactions.

M-CESA, the fiscal agent, is fortunate to have secured the additional two years of funding through BEH for the wider distribution os the products. As a part of FY '78 activities, regional workshops were initiated. During this two year dissemination effort exploratory discussions will take place to determine best alternatives for distribution of materials after funding ceases—either commercial reproduction and marketing or locally managed.

Evaluation results have indicated that the concepts are important, that the video cassettes present the concepts in a helpful format and that study of the STRETCH materials assists in preparing to mainstream students.

Recommendations for the future of these materials and procedures include:

1. Thorough orientation of at least one trainer in the local area by a previous trainer.

2. Use of the materials should be accompanied by systematic follow-up in classrooms to see if concepts are used instructionally.

3. Additional studies should be carried out to assay long term contributions of the STRETCH materials.

4. Other projects such as this should be funded in high impact topics such as mainstreaming.

STRETCH was a highly productive experience for the personnel, the agencies involved and the children of our state. Hopefully, the widespread use over ensuing years will fulfill the hopes and expectations of most.

APPENDIX A

STUDENT LOG

NAME [redacted] DATE 11/14/11

CENTER NAME Reading In the Content Area

1. I felt the videotape presented the subject very well. The opening was especial good in setting the mood as well.

2. The print module help to develop the subject so one could understand the concepts.

3. Support materials are interesting

4. I need more information on how to help to determine the reading level of my class.

5 As far as my classroom/school, this center would be very helpful. I believe the center will help me to understand why my students are having difficulties with their work.

6. Questions/points for full group discussion Close & POWR

7. My general attitude at the end of this session I believe that this center has helped me to develop a better understanding of student problems.

7

STUDENT LOG

NAME [redacted] DATE March 6th

CENTER NAME Assessment # 4

1. I felt the videotape - was very good, very appropriate and taught the print module.

2. The print module - good information but the use dollar words & when 5 cent word would do, ex: PLANNING THE INTERVENTION PROGRAM rather than "ACTION", etc.

3. Support materials are

N/A

4. I need more information - what do you do with the rest of the class when you're giving attention your individual attention

5 As far as my classroom/school, this center - good and applicable I can see it reaching a classroom teacher even better

6. Questions/points for group discussion -

7. My general attitude at the end of this session - better than last week. I feel that in these modules however, that if more examples were given it would be better understood. Also, this type child in the film is normal compared to handicapped children that I have really

had problems. We have this type of kid already and [redacted] along these lines. What do we do about handicapped kids with problems that the state is going to mainstream in. This course should help with this and give us the last required module.

STUDENT LOG

NAME Don Graham DATE 4-18-78 GROUP # 5

CENTER/MODULE NAME Behavior Modification #16

1. I felt the videotape was informative in broad, general terms

2. The print module filled in the details and was very descriptive.

3. Support materials are logical and helpful examples of behavior modification.

4. I need more information — none — I think this module was covered completely.

5. As far as my classroom/school, this center is applicapable. Good behavior is just as important in P.E. as it is anywhere else.

6. Questions/points for full group discussion
   1. Tokens
   2. Response cost

7. My general attitude at the end of this session is that I'm actually learning something each night. I'm not familiar with much of this information, but I'm learning.

STUDENT LOG

NAME Lois Goode DATE 6/12 GROUP # 4

CENTER/MODULE NAME Exceptional Children

1. I felt the videotape was beneficial in emphasizing the pros and cons of labeling exceptional children and stressing the need for recognition of each child as an individual

2. The print module was individual strengths and needs. Was helpful in providing a background of programs provided for the exceptional child and in summarizing the general characteristics of various kinds of exceptionality

3. Support materials are

the film, 'Exceptional Times' which was good as an overview.

4. I need more information on techniques for modification of the academic programs for the exceptional child. Coming up

5. As far as my classroom/school, this center is applicable.

6. Questions/points for full group discussion

7. My general attitude at the end of this session was positive. I gained information that was helpful and relevant.

STUDENT LOG

NAME [redacted] DATE 1-9-75

CENTER NAME #13 Parent Counseling

1. I felt the videotape The video should be seen first; the teacher role is effective; I wouldn't have felt so inadequate had I seen the video first; she was good & expressed some of my same feelings, but overly dramatic.

2. The print module is well written and easy to understand but I still don't feel comfortable or adequately trained to confront parents of special children. Maybe I need some practical experience or "training" or an ongoing conference.

3. Support materials are concise and to the point — a good outline to follow when counseling the parents.

4. I need more information — I'm not sure I would feel as though I were doing a good parent-counseling job. I guess I need a list of county services available, addresses, phone no., etc.

5 As far as my classroom/school, this center gave me some pointers about barriers to good communication — you don't always stop to think about some of the items listed.

6. Questions/points for full group discussion — Could a copy be made of the Sample Case Study Record Form? also, the Resources for Teachers & Parents.

7. My general attitude at the end of this session — satisfied with module presentation.

STUDENT LOG

NAME [redacted] DATE made up GROUP # 1

CENTER/MODULE NAME #15 Learning Styles

1. I felt the videotape
something that needed to be done
closer into small segments where I. The
second one than was better than II.
last time.

2. The print module
was the most difficult to get through
might have been divided into
sections

3. Support materials are

4. I need more information learning styles for example
children

5. As far as my classroom/school, this center
Make me watch for more "clues" like
give me daily to discuss learning styles.

6. Questions/points for full group discussion

7. My general attitude at the end of this session
This is something that I want
to go into more depth.

STUDENT LOG

NAME Linda Oakes DATE 5-23 GROUP # 6

CENTER/MODULE NAME Learning Centers

1. I felt the videotape was very good, showed how to [illegible] center activities and how to make them work. Think this is one of best modules

2. The print module very interesting, lots of things you can put to practical use.

3. Support materials are

4. I need more information

5. As far as my classroom/school, this center is used daily [illegible] it, because it provides for much [illegible]

6. Questions/points for full group discussion

7. My general attitude at the end of this session Good.

STUDENT LOG

NAME Deanna Nichols DATE June GROUP #_____

CENTER/MODULE NAME Questioning Skills

1. I felt the videotape was clear and informative

2. The print module

3. Support materials are good. Each presenter had an appropriate handout.

4. I need more information

5. As far as my classroom/school, this center will reinforce my desire to ask higher level questions of that I may do it more often.

6. Questions/points for full group discussion

7. My general attitude at the end of this session was good. I'm anxious to try this.

STUDENT UIO

NAME: [redacted] ID#: 1:25

CENTER NAME: Exceptional Children

1. I felt the videotape - very helpful in understanding and bringing to life the modes and combinations of these through which a child learns.

2. The print module

3. Support materials are - great. They were relevant - not like many I've participated in during educational training sessions. They also provided a needed change of pace and a positive opportunity for social encounter.

4. I need more information

5 As far as my classroom/school, this center - produced acute awareness for how inadequate my own assumptions about the "sameness" of the youth I teach is.

6. Questions/points for full group discussion

7. My general attitude at the end of this session

Student Reflections

STUDENT LOG

NAME [redacted] DATE 4/27

CENTER NAME: Ga. Southern College Camp St.

1. I felt the videotape was excelient. It gave some great ideas, approaches, and activities to study the word of week. Also, I enjoyed some the different ideas of how to do some Math lessons etc

2. The print module

3. Support materials are were a great way to get the group started and acquainted. It also helps to accept other people's opinions and to value your own.

4. I need more information on how to use such approaches with 1st or 2nd graders.

5 As far as my classroom/school, this center

6. Questions/points for full group discussion

7. My general attitude at the end of this session was very good. I enjoy learning and hearing of new techniques and approaches instead of the traditional ways of handling a subject or topic.

S T R E T C H
REGIONAL WORKSHOP

Metropolitan Cooperative Educational Service Agency
2268 Adams Drive, N. W.
Atlanta, Georgia 30318
404/352-2697

STATE North Dakota DATE 10/18/77

POSITION 6th grade classroom teacher

	YES	NO
1. Were the workshop objectives made clear?	✓	
2. Did the announced objectives and what was actually taught agree?	✓	
3. Was the workshop time well used and not wasted?	✓	
4. Was the instructor genuinely concerned with your progress and actively helpful?	✓	
5. Were major points or concepts summarized or emphasized?	✓	
6. Were you given sufficient opportunities to express your opinions?	✓	
7. Was your interest in the materials heightened by the workshop?	✓	

8. How do you feel about the scope of the workshop and the amount of material which was covered? Poor ___ Fair ___ Good ___ Excellent ✓

9 How would you rate the speed at which material was introduced and covered? Poor ___ Fair ___ Good ___ Excellent ✓

10. Overall, how would you rate:
(a) the value of the workshop? Poor ___ Fair ___ Good ___ Excellent ✓
(b) the effectiveness of the instruction? Poor ___ Fair ___ Good ___ Excellent ✓

11. List the three most effective learning experiences.

① The indicators in all areas

②

③

12. List the three least effective learning experiences.

Really can't think of any that were not effective

STRETCH
REGIONAL WORKSHOP

Metropolitan Cooperative Educational Service Agency
2268 Adams Drive, N. W.
Atlanta, Georgia 30318
404/352-2697

STATE N. Dak. DATE 10-18-77

POSITION Supt of Schools

	YES	NO
1. Were the workshop objectives made clear?	X	
2. Did the announced objectives and what was actually taught agree?	X	
3. Was the workshop time well used and not wasted?	X	
4. Was the instructor genuinely concerned with your progress and actively helpful?	X	
5. Were major points or concepts summarized or emphasized?	X	
6. Were you given sufficient opportunities to express your opinions?	X	
7. Was your interest in the materials heightened by the workshop?	X	

8. How do you feel about the scope of the workshop and the amount of material which was covered? Poor ___ Fair ___ Good ___ Excellent X

9 How would you rate the speed at which material was introduced and covered? Poor ___ Fair ___ Good ___ Excellent X

10. Overall, how would you rate:
(a) the value of the workshop? Poor ___ Fair ___ Good ___ Excellent X
(b) the effectiveness of the instruction? Poor ___ Fair ___ Good ___ Excellent X

11. List the three most effective learning experiences.

Mastery learning
Labeling
Individualized

12. List the three least effective learning experiences.

Long Lectures
Learning Styles

STRETCH
REGIONAL WORKSHOP

Metropolitan Cooperative Educational Service Agency
2268 Adams Drive, N. W.
Atlanta, Georgia 30318
404/352-2697

STATE Griffin DATE 10/5/77

POSITION LLRS Miles South

	YES	NO
1. Were the workshop objectives made clear?	✓	
2. Did the announced objectives and what was actually taught agree?	✓	
3. Was the workshop time well used and not wasted?		
4. Was the instructor genuinely concerned with your progress and actively helpful?	✓	
5. Were major points or concepts summarized or emphasized?	✓	
6. Were you given sufficient opportunities to express your opinions?	✓	
7. Was your interest in the materials heightened by the workshop?	✓	

8. How do you feel about the scope of the workshop and the amount of material which was covered? Poor ___ Fair ___ Good ✓ Excellent ___

9 How would you rate the speed at which material was introduced and covered? Poor ___ Fair ___ Good ✓ Excellent ___

10. Overall, how would you rate:
(a) the value of the workshop? Poor ___ Fair ___ Good ✓ Excellent ___
(b) the effectiveness of the instruction? Poor ___ Fair ___ Good ✓ Excellent ___

11. List the three most effective learning experiences.

Behavior Modification
Individualized Instruction
Content for Exceptional Child Reading in the Content Area

12. List the three least effective learning experiences.

Learning Styles
Team Education
Grouping

STRETCH
REGIONAL WORKSHOP

Metropolitan Cooperative Educational Service Agency
2268 Adams Drive, N. W.
Atlanta, Georgia 30318
404/352-2697

STATE Georgia DATE 10-5-77

POSITION GLRS

	YES	NO
1. Were the workshop objectives made clear?	✓	
2. Did the announced objectives and what was actually taught agree?	✓	
3. Was the workshop time well used and not wasted?	✓	
4. Was the instructor genuinely concerned with your progress and actively helpful?	✓	
5. Were major points or concepts summarized or emphasized?	✓	
6. Were you given sufficient opportunities to express your opinions?	✓	
7. Was your interest in the materials heightened by the workshop?	✓	

8. How do you feel about the scope of the workshop and the amount of material which was covered? Poor ___ Fair ___ Good ✓ Excellent ___

9 How would you rate the speed at which material was introduced and covered? Poor ___ Fair ___ Good ___ Excellent ✓

10. Overall, how would you rate:
(a) the value of the workshop? Poor ___ Fair ___ Good ___ Excellent ✓
(b) the effectiveness of the instruction? Poor ___ Fair ___ Good ___ Excellent ✓

11. List the three most effective learning experiences.

Career Ed.
Reading Individualized Instruct
Learning Styles

12. List the three least effective learning experiences.

Grouping
Art
Reading for Content

(2)

S T R E T C H
REGIONAL WORKSHOP

Metropolitan Cooperative Educational Service Agency
2268 Adams Drive, N. W.
Atlanta, Georgia 30318
404/352-2697

STATE Ohio DATE 8-24-77

POSITION School Psychologist

	YES	NO
1. Were the workshop objectives made clear?	X	
2. Did the announced objectives and what was actually taught agree?	X	
3. Was the workshop time well used and not wasted?	X	
4. Was the instructor genuinely concerned with your progress and actively helpful?	X	
5. Were major points or concepts summarized or emphasized?		X
6. Were you given sufficient opportunities to express your opinions?	X	
7. Was your interest in the materials heightened by the workshop?	X	

8. How do you feel about the scope of the workshop and the amount of material which was covered? Poor ___ Fair ___ Good X Excellent ___

9 How would you rate the speed at which material was introduced and covered?
Poor ___ Fair ___ Good ___ Excellent X

10. Overall, how would you rate:
(a) the value of the workshop? Poor ___ Fair ___ Good ___ Excellent X
(b) the effectiveness of the instruction? Poor ___ Fair ___ Good ___ Excellent X

11. List the three most effective learning experiences.

Tape on learning styles!

12. List the three least effective learning experiences.

(23)

STRETCH
REGIONAL WORKSHOP

Metropolitan Cooperative Educational Service Agency
2268 Adams Drive, N. W.
Atlanta, Georgia 30318
404/352-2697

STATE Ohio DATE 8/24/26/'72

POSITION Instructor

	YES	NO
1. Were the workshop objectives made clear?	X	
2. Did the announced objectives and what was actually taught agree?	X	
3. Was the workshop time well used and not wasted?	X	
4. Was the instructor genuinely concerned with your progress and actively helpful?	X	
5. Were major points or concepts summarized or emphasized?	X	
6. Were you given sufficient opportunities to express your opinions?	X	
7. Was your interest in the materials heightened by the workshop?	X	

8. How do you feel about the scope of the workshop and the amount of material which was covered? Poor ___ Fair ___ Good X Excellent ___

9 How would you rate the speed at which material was introduced and covered?
Poor ___ Fair ___ Good X Excellent ___

10. Overall, how would you rate:
(a) the value of the workshop? Poor ___ Fair ___ Good X Excellent ___
(b) the effectiveness of the instruction? Poor ___ Fair ___ Good X Excellent ___

11. List the three most effective learning experiences.

_____

_____

_____

12. List the three least effective learning experiences.

_____

_____

_____

STRETCH

WORKSHOP EVALUATION

LOCATION Kansas City DATE 5-5-78

PLEASE CHECK APPROPRIATE AREAS

REGULAR CLASSROOM TEACHER ____ LEVEL K-12 DISTRICT SIZE 8000

SPECIAL EDUCATION TEACHER ____ AREA ____

REGULAR EDUCATION ADMINISTRATOR ____ TITLE ____

SPECIAL EDUCATION ADMINISTRATOR ✓ TITLE Special Ed. Consultant

COLLEGE/UNIVERSITY PERSONNEL ____ TITLE ____

STATE EDUCATION AGENCY PERSONNEL ____ TITLE ____

OTHER ____ DESCRIBE ____

STRETCH TAPE(S) VIEWED:

1. 15 - Learning Styles
2. 6 Counseling Parents

STRETCH MANUAL(S) USED:

HOW MIGHT YOU UTILIZE THESE MATERIALS IN YOUR STATE OR DISTRICT?

1. Workshop on learning styles.
2. Valuable to me when dealing w/ parents

WHAT SUGGESTIONS DO YOU HAVE FOR USE BY OTHER PERSONNEL?

1. Breakdown the activity into many components w/ a variety of simulations, discussion, work activities.

PLEASE REACT TO THE STRETCH MATERIALS BY PLACING AN 'X' IN THE APPROPRIATE COLUMNS.

	STRONGLY AGREE	*AGREE*	*DISAGREE*	*STRONGLY DISAGREE*
1. The subject matter provided new information.	—	X	—	—
2. The subject matter was too complex.	—	X	—	—
3. The subject matter provided specific ideas.	X	—	—	—
4. The subject matter was valuable for practical application.	X	—	—	—
5. The subject matter gave me ideas that will help me perform my job more effectively.	X	—	—	—
6. The objectives of this module are clear to me.	X	—	—	—

1. What insight, advice or ideas did you receive from the module(s)?

New ways of simulation and ex. of skills

2. What were the weaknesses of the module(s)?

Too much too soon

3. What recommendations do you offer for improving the module(s)?

—

4. What recommendations do you offer for improving the workshop?

—

STRETCH

WORKSHOP EVALUATION

LOCATION Kansas City DATE 5-05-78

PLEASE CHECK APPROPRIATE AREAS

REGULAR CLASSROOM TEACHER ____ LEVEL _____ DISTRICT SIZE _____

SPECIAL EDUCATION TEACHER ____ AREA _____

REGULAR EDUCATION ADMINISTRATOR ____ TITLE _____

SPECIAL EDUCATION ADMINISTRATOR ✓ TITLE Principal / Co-ordinator

COLLEGE/UNIVERSITY PERSONNEL ____ TITLE _____

STATE EDUCATION AGENCY PERSONNEL ____ TITLE _____

OTHER ____ DESCRIBE _____

STRETCH TAPE(S) VIEWED:

15

6

STRETCH MANUAL(S) USED:

HOW MIGHT YOU UTILIZE THESE MATERIALS IN YOUR STATE OR DISTRICT?

Need to see how the manuals expand on the tapes in order to more clearly evaluate the value of these tapes for inservice

WHAT SUGGESTIONS DO YOU HAVE FOR USE BY OTHER PERSONNEL?

PLEASE REACT TO THE STRETCH MATERIALS BY PLACING AN 'X' IN THE APPROPRIATE COLUMNS.

	STRONGLY AGREE	*AGREE*	*DISAGREE*	*STRONGLY DISAGREE*
1. The subject matter provided new information.	—	—	X	—
2. The subject matter was too complex.	—	X(6)	X	—
3. The subject matter provided specific ideas.	—	X	—	—
4. The subject matter was valuable for practical application.	—	X	—	—
5. The subject matter gave me ideas that will help me perform my job more effectively.	—	X	—	—
6. The objectives of this module are clear to me.	—	X	—	—

1. What insight, advice or ideas did you receive from the module(s)?

2. What were the weaknesses of the module(s)?

3. What recommendations do you offer for improving the module(s)?

Suggestions for follow through with teachers — the 2 tapes viewed showed situations in which there were support systems for teachers — am unclear as to the effect of exposure to these tapes without including follow-up

4. What recommendations do you offer for improving the workshop? (perhaps this is done in the usual presentation)

Simulation of the actual workshop and follow through with tapes

Excellent Presentation

STRETCH

WORKSHOP EVALUATION

LOCATION K. C. DATE May 5, 1978

PLEASE CHECK APPROPRIATE AREAS

REGULAR CLASSROOM TEACHER____ LEVEL_____ DISTRICT SIZE_____

SPECIAL EDUCATION TEACHER _____ AREA_____

REGULAR EDUCATION ADMINISTRATOR _____ TITLE_____

SPECIAL EDUCATION ADMINISTRATOR _____ TITLE_____

COLLEGE/UNIVERSITY PERSONNEL _____ TITLE_____

STATE EDUCATION AGENCY PERSONNEL _____ TITLE_____

OTHER ✓ DESCRIBE Educational Consultant

STRETCH TAPE(S) VIEWED:
Great! (I enjoyed the novelty in approach!)

STRETCH MANUAL(S) USED:

HOW MIGHT YOU UTILIZE THESE MATERIALS IN YOUR STATE OR DISTRICT?
I will "spread the word" about STRETCH in my workshops on "Reaching + Teaching Special Learners" which I do through ECA (Educational Consulting Associates, Englewood Colo.)

WHAT SUGGESTIONS DO YOU HAVE FOR USE BY OTHER PERSONNEL?

APPENDIX B

FIRST GENERAL ASSEMBLY

Marriott Motor Hotel — Hall of Nations
Friday, March 31, 1978

INSTRUCTION AND PROFESSIONAL DEVELOPMENT SEMINARS

8:15-9:00 a.m. ..... **Registration**
Hall of Nations Lobby

9:15-10:00 a.m. ..... **General Session**
Presiding: Bill Scott, President Hall of Nations
Presentation Dr. Horace E. Tate, Executive Secretary

THE RELUCTANT LEARNER, A MOTIVATIONAL CHALLENGE

Dudley E. Flood, Assistant Superintendent
Public Instruction
North Carolina Department of Education

Seminars

Teaching the Exceptional Child

10:15-11:45 a.m.
Tara 1

I. **THE EXCEPTIONAL CHILD AND PUBLIC LAW 94-142**

Approaches to use in the identification of behaviors of exceptional children that require modifications in teaching techniques

Larry Weiner, Assistant Executive Director
Metro CESA

II. **INDIVIDUAL EDUCATION PLAN (IEP) AND PUBLIC LAW 94-142**

Hermitage Center and West

Who is involved in the writing? What is included in the IEP? How is an IEP written?

Dr. Ossie Thomas
Metro CESA

Dudley E. Flood

Larry Weiner

Dr. Ossie Thomas

Dr. C. Clayton Powell

MAKE THE MIDDLE SCHOOL GO

William Heard Kilpatrick Education Center
Georgia College
Milledgeville, Georgia

April 21-22, 1978

Friday
9:00 AM- REGISTRATION OPENS (Lower Lobby)

MIDDLE SCHOOL MATERIALS CENTER OPEN (Learning Resources Center)

10:30 AM- TOPICAL SESSIONS I

1. WORKING WITH CHILDREN OF DIVORCED PARENTS (Room 160)

Julie Kilgore, Counselor
Beverly O'Neal, Counselor
Sweetwater Middle School
Gwinnett County Schools

The extent of divorce today calls for direct responsibility of the school in assisting middle school children in coping with this problem. This session will be concerned with addressing ways that the school can serve a role in meeting this need.

2. CLASSROOM MANAGEMENT IMPROVEMENT TECHNIQUES (Room 265)

Lawrence R. Weiner, Assistant Executive-Director
Thea Hurt, Consultant
Metro CESA, Atlanta

Group activities will precede a video-tape presentation which will help Middle School teachers remediate some typical classroom management problems.

3. EDUCATION WITH A PURPOSE--INFUSING CAREER EDUCATION INTO THE MIDDLE SCHOOL CURRICULUM (Room 159)

Fred D. Holt, Director, Student Personnel Services
Patricia L. Dwinell, Graduate Assistant for Evaluation, Career Education
James Hurt, Graduate Assistant, Media
all of the University of Georgia, Athens
Helen Smith, Director Personnel Services, Rome City Schools

A program designed to focus upon the realities of life as they [illegible] teachers

Council for Exceptional Children - 1984-1985

Convention Highlights

General Session (Convention Center)

Each year the general session marks the official opening of the CEC convention. It is scheduled for Wednesday, 10:00 a.m.-12:00 noon, in Convention Hall, Upper Level 3, Convention Center. This year, as in previous conventions, a number of prominent guests will participate to greet CEC convention attendees, give the benediction and major address, and to provide music. A traditional highlight of the general session is the announcement of the Wallace Wallin Award winner. The Wallace Wallin Award, CEC's highest honor, is presented annually to an individual who has made a distinct contribution to the education of exceptional children and youth.

Film Theater (Muehlebach Hotel)

Films selected for their technical quality, content, organization, pertinence, and timeliness will be shown in a formal film theater on a continuous basis. These films deal with all aspects of special education including diagnosis, evaluation, instructional methods, and innovative approaches to the educational process.

A printed program and schedule will be distributed along with the official program at the Registration Desk, Convention Center. *Convention badge or single session receipt is required for admittance.*

Research Theater (Municipal Auditorium)

The research theater event will provide continuous presentations of research that speak to innovative teaching practices, applications to instructional programs, and expansion of educational options for exceptional children. The programs will begin Tuesday at 8:45 a.m. and will be presented at half hour intervals, as noted in subsequent pages. *Convention badge or single session receipt is required for admittance.*

Exhibits (Convention Center)

CEC's largest special education exposition will play a key role in identifying the newest developments in media and technology designed to serve the educational needs of exceptional children. Nearly 400 exhibits will include displays of classroom learning materials, reference and professional books, art and craft materials, play equipment, audiovisual equipment and software, and special programs and services.

Exhibits will be located in the Exhibit Hall, Upper Level 3, Convention Center. *Convention badge or pass is required for admittance.*

Exhibit Hours—Wednesday: 9:00 a.m.-5:00 p.m.; Thursday: 9:00 a.m.-5:00 p.m.; Friday: 9:00 a.m.-3:00 p.m.

Personnel Recruitment Service

This year CEC introduces a new format for personnel recruitment services. A spacious area will be provided on the exhibit hall mezzanine of the Municipal Auditorium for meetings between prospective employees and employers. Numerous bulletin boards will be available in two separate areas—one area for those persons seeking employment and one area for those seeking employees.

Committee members will assist prospective employers and employees to fill out form cards listing vital information. These cards will be posted, by the volunteer committee members only, on bulletin boards in the appropriate interest classification. Recruiters and job seekers will be provided with blank cards on which they can record information from the forms posted on bulletin boards. Contacts and interviews will be conducted on an individual basis.

Appointments to meet with federal officers from BEH who are attending the convention may be made at the BEH Exhibit Booth on Upper Level 3, Convention Center.

Personnel Recruitment Service will be open

Sunday	12:00 noon-5:00 p.m.
Monday	8:00 a.m.-5:00 p.m.
Tuesday	8:00 a.m.-5:00 p.m.
Wednesday	8:00 a.m.-8:00 p.m.
Thursday	8:00 a.m.-5:00 p.m.
Friday	8:00 a.m.-4:00 p.m.

What's Happening at BEH?

An all-day session will be held on Thursday with leadership personnel at BEH. From 8:45 a.m.-12:00 noon each Division Director will discuss the thrusts of divisional goals and activities. The Deputy Commissioner will provide the overall approach of BEH and its programs. From 1:15-3:00 p.m. and again from 3:30-4:45 p.m. BEH leadership personnel will meet in small groups to discuss activities and goals related to all aspects of the Education for All Handicapped Children Act. Morning and afternoon sessions will be held in 209 East, Convention Center.

Project STRETCH

On Friday from 8:45 a.m.-12:00 noon, members of Project STRETCH will discuss strategies for training regular educators to teach children with handicaps. The latest techniques in delivery of instructional methodology will be demonstrated via three learning centers. Hands-on activities are scheduled with materials on learning styles, language experience approach, and grouping and special students. The program will be held in room 600, Municipal Auditorium.

Seminar on Dissemination

Members of the University of New Mexico Project Teacher Education/Special Education will present a seminar on aspects of dissemination on Friday from 8:45 a.m.-12:00 noon. Topics to be covered include an introduction and overview; exchange and awareness as first steps in a dissemination program; producing knowledge: publishing; product development; and validation, verification, replication, and diffusion. The session will be held in the Grand Ballroom, Muehlebach Hotel.

Council For Exceptional Children Convention
Kansas City - MAY 1978

FRIDAY

SESSION F22

8:45-12:00 noon
Diagnostic Services

401 and 402
Municipal Auditorium

Teacher Planning for IEP's. This workshop will concentrate on making the prospective teacher more proficient in the skills of assessment. Each participant will complete one informal assessment instrument and use the information given in the workshop to formulate a plan for writing an IEP. Simulation activities will refine the skills that lead to productive assessment.

Session Leader: Stevan J. Kukic, Director of the Division of Education and Rehabilitation Services, American Institute for Mental Studies, Vineland, New Jersey.

SESSION F23

8:45-12:00 noon
Behavior Disorders

Trianon C
Muehlebach Hotel

Approaches to Developing Self Control in Children with Behavior Disorders. Two approaches to teaching behavior disordered children self control will be discussed: cognitive and self instructive techniques. Application will be emphasized although a research basis will be presented. A description will be given of adult self control techniques successfully used with exceptional children. Didactic and small group modes will be used during a three hour presentation.

Session Leader: Charlene B. Zellmer, Educational Coordinator, Montgomery County Public Schools/Boys' and Girls' Homes of Montgomery County, Inc., Rockville, Maryland.

Participants

Self Instruction Training for Impulsive Children: A Procedure Toward Developing Self Control. Al Marshall, Educational Consultant, Child Psychiatry Service, Iowa City. Barbara A. Woodard, Educational Strategist, Iowa City Community School District, Iowa.

Cognitive Interventions: Teaching Control of Thoughts. Kenneth W. Howell, Assistant Professor, Department of Special Education, Arizona State University, Tempe.

SESSION F24

8:45-12:00 noon
Multihandicapped

Lido
Muehlebach Hotel

Instructional Programing for the Severely Multihandicapped. Piagetain concepts of growth and development will be documented with respect to the periods which are most relevant to the field of the severely multi-handicapped. A slide tape presentation, videotapes, and multisensory materials and methods will be included.

Session Leader: Susanna V. Duckworth, Assistant Professor, Winthrop College, Rock Hill, South Carolina.

Participants

LouAnne D. Brown, Director/Teacher, Union County Board of Education, Monroe, North Carolina.

Donica N. Rushing, Director, Union County-Monroe City School for the Trainable Mentally Handicapped, Union County Board of Education, Monroe, North Carolina.

SESSION F25

8:45-12:00 noon
Administration, International Relations, Legislation/Governmental Relations

209 Center
Convention Center

Are There Really So Many Differences: A Comparison of Public Policy Issues in the United States and Canada Regarding Education of Exceptional Children. Policy issues concerning education of exceptian concepts of growth and development will be documented with respect to the periods which are most relevant to the field of the severely multihandicapped. A slide tape presentation, videotapes, and multisensory materials and methods will be included.

Session Leader: Robert Gibson, Director of Special Education, Heartland Area Educational Agency, Ankeny, Iowa.

SESSION F26

8:45-12:00 noon
Career Development

364
Muehlebach Hotel

Innovative Career Development Programs at the Local Level. This session describes a potpourri of four local innovative career development programs currently in operation. Programs which reach a wide range of handicapped individuals and represent a continuum of program sites, from sheltered workshops to public schools, will be presented.

Session Leader: George Sheperd, Professor of Education, University of Oregon, Eugene.

Participants

Education Can Be Relevant: Marketable Skills Needed in Career Education. Harry J. Loso, Director of Special Education, Milbury Public Schools, Massachusetts.

Operation Opportunity. Michael D. Lynes, Principal/Supervisor, Berks Vocational-Technical School-East Center-Smile Park, Oley, Pennsylvania.

Project DECIDE: Darmstadt Enterprizes for Career and Individual Development. Mahlon E. Porter, Coordinator, Pupil Personnel Services, Department of Defense Dependents Schools, European Region, Germany.

Innovative Career Educational Programing for LD-ED Secondary Aged Students. John W. Struck, Area Education Agency 7, Cedar Falls, Iowa.

SESSION F27

8:45-12:00 noon
Teacher/Parent/Paraprofessional Education, Interdisciplinary

600
Municipal Auditorium

Project STRETCH: Strategies for Training Regular Educators to Teach Children with Handicaps. The latest techniques in delivery of instructional methodology for teachers mainstreaming handicapped students will be demonstrated via three learning centers. Participants will move through hands-on activities with materials on learning styles, language experience approach, and grouping and special students. The primary goal of the activities will be to demonstrate that the STRETCH materials can be used to complement or supplement existing teacher education materials at the universities or in a local staff development program.

Session Leader: Lawrence R. Weiner, Director, Project STRETCH, Metropolitan Cooperative Educational Service Agency, Atlanta, Georgia.

Participants

Ossie M. Thomas, Special Education Consultant, Metropolitan Cooperative Educational Service Agency, Atlanta, Georgia.

Mary G. Cadora, Consultant, Project STRETCH, Metropolitan Cooperative Educational Service Agency, Atlanta, Georgia.

Ernest L. Bentley, Executive Director, Metropolitan Cooperative Educational Service Agency, Atlanta, Georgia.

SESSION F28

8:45-12:00 noon
Diagnostic Services

Burgundy
Muehlebach Hotel

A Demonstration Workshop of the Diagnostic-Prescriptive Teaching and Programing Process. A demonstration workshop relative to the University of Wyoming's Diagnostic-Prescriptive Teaching and Programing Model will be presented. It involves formal and informal psychological-educational assessment, prescriptive programing, curriculum match, and systematic intervention with learning and behavior problems in the school and home.

Session Leader: Ace A. Cossairt, Assistant Professor, Special Education, University of Wyoming, Laramie.

Participants

The Management Model for Systematic Intervention with Learning and Behavior Problems. Ace A. Cossairt, Session Leader.

Informal and Formal Psych-Ed Assessment and Diagnosis of Learning and Behavior Problems. John Stellern, Professor, Special Education, University of Wyoming, Laramie.

Curriculum Match and Curriculum Materials in the Diagnostic-Prescriptive Teaching Process. Kenneth V. Welch, Instructor of Special Education, University of Wyoming, Laramie.

APPENDIX C

STRETCH

regional workshop

GOALS & OBJECTIVES OF THE WORKSHOP

The primary goal of this workshop is to present materials which can be used to complement or supplement teacher education material at the university level or in a local staff development program. To meet this goal, five objectives have been established for participants:

- TO BECOME ACQUAINTED WITH THE PROCESS BY WHICH THE MATERIALS WERE DEVELOPED.
- TO BE EXPOSED TO THE VIDEO PROGRAMS.
- TO BE EXPOSED TO WRITTEN MATERIALS.
- TO PLAN FOR UTILIZATION OF MATERIALS IN THEIR SETTING.
- TO DISCUSS PROBLEMS WHICH ARISE IN TRAINING.

THREE DAY WORKSHOP AGENDA

Session I

OBJECTIVE	ACTIVITY	APPROXIMATE TIME
1. Open Workshop	Pass out assignment cards I, II, III. Let participants get into three groups and meet each other and share ideas for assignment.	30 min.
2. Receive Explanation of Workshop Objectives	Introduce workshop leaders. Give each participant a copy of goals and objectives.	15 min.
3. Overview the Elements of STRETCH	Media presentation. a-Overview Tape b-Teacher Tape c-Written Material	40 min.
4. Understand Why We Label the Behavior Not the Child	Media presentation - Exceptional Child	30 min.
	DISCUSSION	15 min.
5. Understand Systems for Individualizing Instruction	Media presentation	30 min.
	L U N C H 12 Noon--1 PM	
6. Become Familiar with Range of Materials	- Divide into groups - Pass out written material - Pass our critique sheet - Organize your responses according to critique sheet	2-3 hours

Session II

OBJECTIVE	ACTIVITY	APPROXIMATE TIME
1. Critique Program Element	Media Presentation	30 min.
	Critique from Group Assigned	30 min.
2. Critique Program Element	Media Presentation	30 min.
	Critique from Group Assigned	30 min.
3. Critique Program Element	Media Presentation	30 min.
	Critique from Group Assigned	30 min.
	L U N C H	
	12 Noon--1 PM	
4. Critique Program Element	Media Presentation	30 min.
	Critique from Group Assigned	30 min.
5. Critique Program Element	Media Presentation	30 min.
	Critique from Group Assigned	30 min.
6. Critique Program Element	Media Presentation	30 min.
	Critique from Group Assigned	30 min.

Session III

OBJECTIVE	ACTIVITY	APPROXIMATE TIME
1. Critique Program Element	Media Presentation	30 min.
	Critique from Group Assigned	30 min.
2. Critique Program Element	Media Presentation	30 min.
	Critique from Group Assigned	30 min.
3. Critique Program Element	Media Presentation	30 min.
	Critique from Group Assigned	30 min.
	L U N C H	
	12 Noon--1 PM	
4. Prepare a Personal Plan for use in Your Own Setting	Discussion from Assignment Cards	2-3 hours
	Complete Personal Plan Form	
5. Evaluation		

UNIVERSITY OF NEW MEXICO

Three-day Workshop Agenda

DAY 1

SESSION I

Open Workshop Introduction of Workshop Leaders and Participants	(15 minutes)
Pass out assignment cards I, II, III; break participants up into groups	(30 minutes)
Overview of STRETCH - Tape & Brochure.	(40 minutes)
Label the Behavior - Label game - video tape - discussion	(20 minutes) (30 minutes) (15 minutes)

L U N C H

Classroom Management - video tape - "Man-Strat" game	(30 minutes) (20-30 minutes)
Language - group activity - Language Story - video tape	(30-40 minutes) (30 minutes)
Career Education - group activity - video tape	(30 minutes) (30 minutes)

DAY 2

Session 2

Assessment - video tape - group activity	(30 minutes) (45-60 minutes)
Learning Centers - video tape - "My next Learning Center" activity	(30 minutes) (30-45 minutes)

L U N C H

Learning Styles	- group activity	(45-60 minutes)
	- video tape	(30 minutes)
	- discussion	(30 minutes)
Grouping	- group activity	(30-45 minutes)
	- video tape	(30 minutes)

DAY 3

Session 3

Parent Counseling	- video tape	(30 minutes)
	- role playing	(30-45 minutes)
Simulation	- video tape	(30 minutes)
	- group activity	(30-60 minutes)

Feedback and Evaluation

Announcing a Two and One-Half Day Workshop in

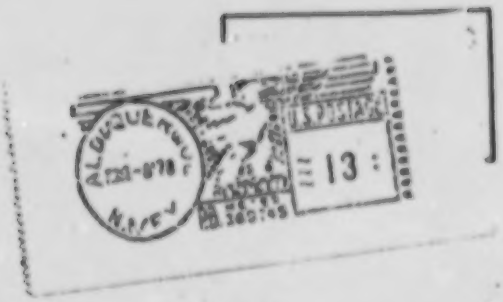
Strategies for Training Regular Educators to Teach Children with Handicaps (STRETCH)

April 5–7, 1978

Elephant Butte Resort Inn
Elephant Butte, New Mexico

Presented by: The Department of Special Education and UNM Continuing Education, The University of New Mexico, New Mexico School for the Visually Handicapped, and Project STRETCH, Georgia State University.

Department of Special Education
College of Education . . . . . University of New Mexico
Albuquerque, New Mexico 87131 . . . Phone 505: 277-5018
OUTREACH



Dr. Lawrence R. Weiner
Director, Project STRETCH
2268 Adam Drive N.W
Atlanta, Georgia
30318

Welcome

The University of New Mexico Department of Special Education's Project Outreach and UNM Continuing Education are pleased to invite you to the first statewide workshop on "Strategies for Training Regulator Educators to Teach Children With Handicaps (STRETCH)."

The main purpose of the workshop is to provide leaders in education throughout New Mexico with the opportunity to view how special education inservice activities for regular educators were developed, packaged, disseminated and evaluated by an HEW/BEH federally funded project. Two staff members from project STRETCH, Metropolitan Cooperative Educational Service Agency (Atlanta, Georgia) will conduct the entire workshop.

The project STRETCH workshop staff should provide those of us interested in inservice training in the state of New Mexico with some alternatives for training activities. Also, we will be given the opportunity to review approximately twenty training packets already developed and disseminated throughout the United States.

James S. Everett
Coordinator—Project Outreach
Department of Special Education
The University of New Mexico

What Is Project STRETCH?

STRETCH is an acronym representing "Strategies for Training Regular Educators to Teach Children with Handicaps." Funded by HEW through Title VI, STRETCH has as its goal the training of regular class teachers in the identification of and methodology for sustaining mildly handicapped children in the regular classroom.

Project STRETCH concepts will be presented in twenty half-hour color video tape cassettes. Produced through a contract with the Georgia ETV Network, the tapes employ fast-paced dramatizations to illustrate possibilities for restructuring classroom delivery and management systems. Supplementing each tape is a manual which includes activities for independent study and simulations to be conducted under the direction of a teacher trainer.

As noted in the 1976 Annual Report of the National Advisory Committee on the Handicapped, "the philosophy of the 'least restrictive environment'...require(s) that fundamental changes occur in regular school personnel and programs as well as in the specialized ones." Project STRETCH was specifically designed with this in mind. With the greatly increased emphasis on mainstreaming and enforcement of the Child Find Act, Project STRETCH has come of age.

Project STRETCH is specifically designed for special education administrators, directors of special education, principals, diagnosticians, special education teachers, regular education teachers and all those interested in inservice training.

STRETCH Program

REGISTRATION: April 5, 1978, 8:00 a.m. to 9:00 a.m.

1. Questioning Skills—Develops an awareness of the various levels of questioning and provides techniques for analyzing questions; defines the twelve thinking processes; and provides guidelines for differentiating between inductive and deductive reasoning.

2. Learning Centers—Illustrates basic steps in planning a learning center, including techniques for involving students in planning, differentiating between various types of learning centers, and decisions to be made before introduction of a new learning center.

3. Value Clarification—Develops an awareness of the valuing process; basic objectives and ground rules for using value clarification; and techniques for incorporating activities in the classroom.

4. Assessment—Presents the five steps in the assessment process: determining potential, selecting instruments, determining cause, planning intervention program, and recording results.

5. Classroom Management—Develops an understanding of the components of human behavioral interaction and a familiarity with specific strategies for controlling behavior.

6. Parent Counseling—Provides an awareness of recent trends in parent involvement programs and gives the four goals of communications with parents.

7. Mainstreaming—Describes the following models: Resource Teacher, Consulting Teacher, Diagnostic-Prescriptive, Itinerant Teacher, Training Based Model, and Cascade of Services (which is a combination of the above models).

8. **Peer Tutoring**—Identifies the characteristic criteria for selecting and matching students; qualities of an ideal tutor; and the administrative procedures necessary for implementing a successful program.

9. **Simulation**—Trains teachers in the design, utilization, and evaluation of simulations.

10. **Spelling**—Provides an awareness of the causes of spelling problems among handicapped children and techniques for planning individual remediation programs.

11. **Language Experience Approach**—Illustrates LEA's emphasis on starting where the student is, and the management techniques of record keeping and classroom organization.

12. **Exceptional Child**—Provides an awareness of the characteristics of the exceptional child and techniques for identifying the exceptional child in the regular classroom.

13. **Reading in the Content Area**—Furnishes techniques for improving comprehension in the content area, assessing readability, adapting readability and using the PQ4R technique.

14. **Individualized Instruction**—Stresses the importance of establishing goals, analyzing learning tasks, and systematically selecting instructional objectives.

15. **Learning Styles**—Identifies the following aspects of learning styles: uniqueness of individual learning styles; four specific learning modalities; stimuli which affect individual's ability to learn; behavioral indicators of various styles; and teaching strategies for each modality.

16. **Behavior Modification**—Defines behavior modification, operant conditioning, positive reinforcement, Premack Principle, and provides four basic schedules of reinforcement.

17. **Grouping and Special Students**—Supplies an awareness of the purpose for grouping, five kinds of traditional groups, mechanics of structuring a small group and techniques for analyzing group behavior.

18. **Art and the Exceptional Student**—Assists teachers in becoming more aware of the importance of creative art experiences in the developmental growth of all children . . . especially exceptional students. Creative art ideas, methods and resources for working with exceptional students in the mainstreamed classroom are explored.

19. **Career Education**—Develops an awareness of the career decision-making process, the purpose of choice, the teachers role in developing self-concept, and techniques for helping students develop an identification with work, workers, and work values.

20. **Mathematics and the Special Student**—Identifies specific learning problems in math and the characteristics of a suitable environment for the mathematically handicapped.

General Information

Registration: To register, complete the attached registration form or phone the registrar, Connie Phillips, at (505) 277-6224 for additional information. All mail and phone registrations are confirmed by the registrar. ATTENDANCE IS LIMITED. REGISTER BY MARCH 30, 1978 TO GUARANTEE YOUR PLACE.

Fee: The registration fee is $5.50 for the workshop. This fee is payable to Project Outreach and should be mailed with your registration form. (Lodging and meals will be paid for each participant by Project Outreach, Department of Special Education. Individual participants must provide their own transportation.)

Credit: The workshop has been approved for one academic credit. Those participants desiring credit should indicate this on the registration form. The cost is $22.00 and is payable during registration on April 5, 1978 at 8:00 a.m. DO NOT ENCLOSE CREDIT FEES WITH REGISTRATION FEES, PLEASE.

Certificates: UNM Continuing Education will award certificates of completion to all who attend.

Schedule: Check-in time for the workshop will begin at 8:00 a.m. on April 5, 1978 at the Elephant Butte Resort Inn in Elephant Butte, New Mexico. A map, indicating the workshop location, will be forwarded to each participant with the confirmation. The workshop will be in session from 9:00 a.m. to 4:00 p.m. on April 5 and 6, 1978 and from 9:00 a.m. to 12:00 p.m. on April 7, 1978.

Accommodations: Project Outreach, Department of Special Education will pay for meals and lodging for all participants staying at the Elephant Butte Resort Inn. Lodging will be provided beginning the evening of April 4, 1978. For your lodging reservations, please indicate on the registration form your arrival and departure times and if you desire a single or double room.

Registration Form

Strategies for Training Regular Educators to Teach Children with Handicaps (STRETCH) April 5-7, 1978

First Name ☐☐☐☐☐☐☐☐☐☐☐☐ Initial ☐ Last Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Daytime Phone _____ Title _____

Organization _____

Address _____

City _____ State _____ Zip _____

Check appropriate box(es):

☐ $5.50 Registration fee enclosed ☐ Will pay Registration fee upon arrival ☐ Desire One Academic Credit and will pay $22.00 fee upon my arrival

Please reserve the following at the Elephant Butte Resort Inn: Check the appropriate response:

☐ Single ☐ Double Person sharing room: _____

For the nights of: ☐ Tuesday 4/4 ☐ Wednesday 4/5 ☐ Thursday 4/6

Mail to: OUTREACH, Department of Special Education, The University of New Mexico, Albuquerque, New Mexico 87131. Make checks payable to Project Outreach.

Attendance is limited. Please register by March 30, 1978 to guarantee your attendance.

The University of New Mexico

Department of Special Education

Division of Continuing Education & Community Services

Albuquerque, New Mexico

Certifies that

has successfully completed

Training Inservice Trainers

Special Education 493

Date April 7, 1978

Coordinator

Director

UNM/STRETCH CONFIDENTIAL WORKSHOP EVALUATION

Please indicate your current title and position (only): Educ. Diagnostician

Thank you for attending the UNM/STRETCH Inservice Workshop. To help us evaluate our efforts and to determine whether we should continue with similar ventures we ask your assistance completing this form.

Ia. Please use the numbers 1 thru ~~10~~ 5 to rank the top ~~10~~ 5 modules you feel were the most relevant for your needs.

b. Place an ~~8~~, ~~9~~ or ~~0~~ beside the modules you feel were the least relevant to your needs.

c. If you want to rank order all of the modules, please feel free to do so.

____	~~A. Questioning Skills~~	2	K. Language Experience Approach
2	B. Learning Centers	8	L. Exceptional Child
____	~~C. Value Certification~~	____	~~M. Reading in the Content Area~~
2	D. Assessment	____	~~N. Individualized Instruction~~
8	E. Classroom Management	2	O. Learning Styles
2	F. Parent Counseling	____	~~P. Behavior Modification~~
____	~~G. Mainstreaming~~	10	Q. Grouping & Special Students
____	~~H. Peer Tutoring~~	____	~~R. Art & the Exceptional Child~~
1	I. Simulation	8	S. Career Education
9	~~J. Spelling~~	____	~~T. Mathematics & the Special Student~~

II. How did you learn of this workshop? information from:

____ 1. Principal	____ 4. Council for Exceptional Children
1 2. Special Education Supervisor	____ 5. University of New Mexico Staff or Students
____ 3. Through the mail	____ 6. Other (specify) _____

III. What was the real reason you attended this workshop?

____ 1. Encouraged by immediate supervisor
____ 2. Provided time away from the regular routine
____ 3. My role changed, and I needed the information
____ 4. Didn't have to pay for workshop, food, board
____ 5. Thought information would be relevant to my needs
____ 6. Wanted the credit
____ 7. An opportunity to see friends or peers
____ 8. Other (specify) To be able to [illegible] Techniques to Teacher (Parents) in Home & Classroom

IV. Would you have attended this inservice if you would have had to pay for your own room and board? ✓ yes ____ no

V. Would you recommend this program and these materials to others? ✓ yes ____ no

VI. Do you feel that other inservice workshops such as this one should be repeated? ✓ yes ____ no

VII. Please indicate any topic or content areas in which you would like additional inservice Learning Disabled - characteristics, Academic, developmental, process, functional etc

VIII. Since providing state-wide inservice workshops involves considerable time and travel we would appreciate your suggestions for future inservice sites.

1. _____
2. _____
3. _____
4. _____

IX. Any additional comments or suggestions are appreciated.

Perhaps a bit more info as to the content of the NAS so well Received tape on learning style. In addition no discussion

Affective element was not included but concept was good.

X. HAVE A GOOD AND SAFE TRIP HOME!

Please send trivial

UNM/STRETCH CONFIDENTIAL WORKSHOP EVALUATION

Please indicate your current title and position (only): Elementary Counselor

Thank you for attending the UNM/STRETCH Inservice Workshop. To help us evaluate our efforts and to determine whether we should continue with similar ventures we ask your assistance completing this form.

Ia. Please use the numbers 1 thru 5 to rank the top 5 modules you feel were the most relevant for your needs.

b. Place an 28, 29 or 30 beside the modules you feel were the least relevant to your needs.

c. If you want to rank order all of the modules, please feel free to do so.

____	~~A. Questioning Skills~~	2	K. Language Experience Approach
____	B. Learning Centers ✓	3	L. Exceptional Child
____	~~C. Value Certification~~	____	~~M. Reading in the Content Area~~
4	D. Assessment	____	~~N. Individualized Instruction~~
5	E. Classroom Management ✓	1	O. Learning Styles
5	F. Parent Counseling	____	~~P. Behavior Modification~~
____	~~G. Mainstreaming~~	9	Q. Grouping & Special Students
____	~~H. Peer Tutoring~~	____	~~R. Art & the Exceptional Child~~
10	I. Simulation	8	S. Career Education
____	~~J. Spelling~~	____	~~T. Mathematics & the Special Student~~

II. How did you learn of this workshop? Information from:

____	1. Principal	____	4. Council for Exceptional Children
✓	2. Special Education Supervisor	____	5. University of New Mexico Staff or Students
____	3. Through the mail	____	6. Other (specify) _____

III. What was the real reason you attended this workshop?

____ 1. Encouraged by immediate supervisor
____ 2. Provided time away from the regular routine
____ 3. My role changed, and I needed the information
____ 4. Didn't have to pay for workshop, food, board
✓ 5. Thought information would be relevant to my needs
____ 6. Wanted the credit
____ 7. An opportunity to see friends or peers
____ 8. Other (specify) _____

IV. Would you have attended this inservice if you would have had to pay for your own room and board? ____ yes ✓ no

V. Would you recommend this program and these materials to others? ✓ yes ____ no

VI. Do you feel that other inservice workshops such as this one should be repeated? ✓ yes ____ no

VII. Please indicate any topic or content areas in which you would like additional inservice _____

Methods of Counseling with teachers. Suggestions to give specific ways to help us work out specific guidance activities.

VIII. Since providing state-wide inservice workshops involves considerable time and travel we would appreciate your suggestions for future inservice sites.

1. _____
2. _____
3. _____
4. _____

IX. Any additional comments or suggestions are appreciated.

I felt the workshop was very worthwhile - there were many worthwhile activities - the ones mentioned & limited basis. Visits were provided for guidance counselors.

X. HAVE A GOOD AND SAFE TRIP HOME!

Thankyou - I think the workshop was a very worthwhile experience for me.

Henderson State University through its Special Education Department offers undergraduate certification and MSE in Mental Retardation and Learning Disabilities. Courses are taught by three full-time faculty members and practicum experience is provided through Arkansas' Public Schools, the Arkansas Children's Colony, and Group Living, Inc. Henderson's Special Education students participate in a wide range of activities including on-campus chapters of the Student Council for Exceptional Children and the Student National Education Association.

Group Living, Inc. is a private, non-profit community based program providing supervised living facilities, adult development, work evaluation and training, and sheltered employment to mentally retarded and otherwise developmentally disabled adults. Group living embraces the idea that each individual should be allowed to function at the most independent level he or she is capable of achieving and all programs are designed to assist each person toward that goal.

The Arkansas Children's Colony is a state supported residential facility for the education, training and habilitation of mentally retarded-developmentally disabled individuals. The facility can accomodate 240 residents ranging in age from six to 30.

SPRING WORKSHOP in SPECIAL EDUCATION

SCHOOL ■ WITH ■ A ■ HEART ■
HENDERSON STATE UNIVERSITY
ARKADELPHIA, ■ARKANSAS

APRIL 7, 1978

Special Guests

Dr. Loreta Holder holds a BSE from State College of Arkansas, an MA from George Peabody, and a Ph.D. from Southern Illinois University. She has taught elementary and special education in Arkansas Public Schools and has served as Curriculum Coordinator and Supervisor of In-Service for the Arkansas Children's Colony at Conway. She has also served as an instructor of special education at State College of Arkansas and at Southern Illinois University. At the present time Dr. Holder is an Associate Professor of Education at the University of Alabama at Tuscaloosa and is Director of the Rural Infant Stimulation Environment (RISE) Outreach Project.

Mary Jon Cadora holds a BSEd from the University of Georgia at Athens and a MEd in Mental Retardation from Georgia State University at Atlanta. She has taught educable mentally retarded in the Georgia Public Schools and has served as Coordinator of Services for Exceptional Children, Fulton County Board of Education, Atlanta, Georgia. She has also served as Consultant for Physically Multihandicapped for the DeKalb County Board of Education, Decatur, Georgia. At present she is Consultant on Project STRETCH (Strategies for Training Regular Educators to Teach Children with Handicaps) and holds an Instructor's appointment at Georgia State University for classes in Special Education.

AGENDA

Registration .....8:00 to 10:30

Refreshments by clients of Group Living, Inc. and Arkansas Childrens Colony

Tours .....8:45 to 10:00

Tours will run simultaneously; choose one; transportation will be provided.

Tour A--Arkansas Children's Colony, Arkadelphia Unit

Tour B--Facilities of Group Living, Inc.

Workshops .....10:30 to 12:00

Workshops will also run simultaneously but will be repeated in the afternoon to afford everyone an opportunity to attend both.

Dr. Loreta Holder, Project RISE .....Mooney 209-10
(Presentation on severe and profoundly handicapped)

Mary Jon Cadora, STRETCH .....Mooney 207-8
(Classroom management)

Lunch .....12:00 to 1:30

Lunch is free time. Meals are available in the Student Union and in the Caddo Center Cafeteria. There are also several good restaurants near the campus.

Workshops (repeat) ..... 1:30 to 3:00

Adjourn

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

October 5, 1977

TO: County and District Superintendents
County and District Directors of Special Education

FROM: Leslie Brinegar, Assistant Superintendent
Director, Office of Special Education

SUBJECT: Television courses as an aid in personnel training
(implementation of Public Law 94-142)

This fall, when every school district in California is planning a personnel training program to prepare teachers and other staff who will have responsibilities for handicapped children, I am glad to announce three separate instructional television series for your preview, consideration, and possible training use in the spring of 1978.

Each series offers introductory training in awareness of children's learning problems and covers a broad spectrum of topics, from observation and assessment techniques to skills for maintaining handicapped children in the regular classroom. The series are called "Teaching Children with Special Needs" (K-3), "Mainstreaming the Exceptional Child" (K-6), and "Project STRETCH" (1-12).

Every educator concerned with exceptional children in our public schools should be informed of the availability of these programs on broadcast television. Each of these series is part of a course designed for inservice and academic use. Most of the California state universities and colleges are or will be granting college credit to those who complete course requirements.

A list of broadcast topics and schedules is attached with a map of television station coverage.

These existing television programs may help to meet the personnel training needs you have already identified from your needs assessments. I urge you, if you're within broadcast range, to tune in and find out. If you're interested in inservice use of one of these series, you should contact the Office of Continuing Education at the nearest California state university or college.

California
Instructional Television
Consortium

RECEIVED
EXTENDED STUDIES
NOV 25 1977
CALIF.

November 22, 1977

MEMORANDUM

TO: Coordinators of Continuing Education
LABEL Schools and CSC Bakersfield

FROM: Audrey Peterson, Program Coordinator

SUBJECT: Broadcast Schedule for "Project STRETCH" TV Course -- Spring 1978

Los Angeles: KHJ/TV, Channel 9
Friday, 6:30-7:00 a.m.
Preview: January 27
Course: February 3 - May 19
(Repeat broadcast March 24, Easter Week)

(A broadcast schedule on KLCS, Channel 58, is still to be determined.)

What is "Project STRETCH"? See Stu Cooney's recent memo about our new course. The State Department of Education will be helping us announce this "mainstreaming" series to school districts.

Audrey

Serving Continuing Education of The California State University and Colleges

Consortium Offices at California State College, Sonoma 1801 East Cotati Avenue, Rohnert Park, California 94928 707/664-2517

PROJECT STRETCH

BROADCAST SCHEDULE - 15 HALF-HOUR PROGRAMS

KHJ/TV, CHANNEL 9
LOS ANGELES
FRIDAYS, 6:30-7:00 A.M.

DATE	TOPIC
Jan. 27	Questioning Skills Preview
Feb. 3	Questioning Skills Develops an awareness of the various levels of questioning and provides techniques for analyzing questions; defines 12 thinking processes; and provides guidelines for differentiating between inductive and deductive reasoning.
Feb. 10	Learning Centers Illustrates basic steps in planning a learning center, including techniques for involving students in planning; differentiating between various types of learning centers; and decisions to be made before introduction of a new learning center.
Feb. 17	Assessment Presents five steps in the assessment process: determining potential, selecting instruments, determining cause, planning intervention program, and recording results.
Feb. 24	Classroom Management Develops an understanding of the components of human behavioral interaction and a familiarity with specific strategies for controlling behavior.
March 3	Parent Counseling Provides an awareness of recent trends in parental involvement programs and gives four goals of communications with parents.
March 10	Mainstreaming Describes the following models: Resource Teacher, Consulting Teacher, Diagnostic-Prescriptive, Itinerant Teacher, Training Based Model, and Cascade of Services (which is a combination of the above models).

DATE	TOPIC
March 17	Peer Tutoring
	Identifies the characteristic criteria for selecting and matching students; qualities of an ideal tutor; and the administrative procedures necessary for implementing a successful program.
March 24	(Repeat broadcast or no broadcast, Easter Week)
March 31	Simulation
	[illegible] utilization and evaluation of
	[illegible] awareness of the causes of spelling problems among handicapped children and techniques for planning individual remediation programs.
April 14	Reading in the Content Area
	Furnishes techniques for improving comprehension in the content area, assessing readability, adapting readability, and using the PQ4R technique.
April 21	Individualized Instruction
	Stresses the importance of establishing goals, analyzing learning tasks, and systematically selecting instructional objectives.
April 28	Learning Styles
	Identifies the following aspects of learning styles: uniqueness of individual learning styles; four specific learning modalities; stimuli which affect an individual's ability to learn; behavioral indicators of various styles; and teaching strategies for each modality.
May 5	Art and the Exceptional Student
	Assists teachers in becoming more aware of the importance of creative art experiences in the developmental growth of all children, especially exceptional students. Creative art ideas, methods and resources for working with exceptional students in the mainstreamed classroom are explored.
May 12	Career Education
	Develops an awareness of the career decision-making process, the purpose of choice, the teacher's role in developing self-concept, and techniques for helping students develop an identification with work, workers, and work values.

Trains teachers in the design, [illegible]
simulations

DATE	TOPIC
May 19	Mathematics and the Special Student

Identifies specific learning problems in math and the characteristics of a suitable environment for the mathematically handicapped.

Los Angeles Schedule
1/12/78

WHY THE TV COURSE, "PROJECT STRETCH,"

CAN BE IMPORTANT TO YOUR SCHOOL DISTRICT

(STRETCH is an acronym, representing "Strategies for Training Regular Educators to Teach Children with Handicaps.")

- Programs and materials were developed and tested by the Metropolitan Cooperative Educational Service Agency, Georgia (working with the Georgia Department of Education and the Georgia ETV Network), under a grant from the Federal Bureau of Education for the Handicapped.

- The series is designed as a teacher education program, in response to legislation requiring appropriate educational services for every school age child. "STRETCH" has as its goal the training of regular class teachers in the identification of and methodology for sustaining mildly handicapped children in the regular classroom.

- "STRETCH" anticipates the personnel training requirements of Public Law #94-142. Implementation of these requirements is expected to increase during the next several years until all teachers become prepared, at least minimally, to receive and help handicapped children in their classrooms.

- All teachers are affected, and this course anticipates their needs. As noted in the 1976 Annual Report of the National Advisory Committee on the Handicapped, "the philosophy of the 'least restrictive environment'...require(s) that fundamental changes occur in regular school personnel and programs as well as in the specialized ones."

- "STRETCH" includes material for secondary as well as elementary teachers.

- Each taped program is accompanied by a manual which outlines four hours of activities for independent study or inservice training. Most of these activities are directly transferable to the teacher's classroom.

- "STRETCH" can also be used as a community relations program, helping to show everyone in the community that the school district is actively concerned, in preparing its teachers to provide equal educational opportunity for the handicapped.

CRRC

600 SOUTH COMMONWEALTH AVENUE · SUITE 1304 · LOS ANGELES · CALIFORNIA 90005 · (213) 380-3810

December 8, 1977

Mr. Lawrence R. Weiner
Director, Project STRETCH
Metropolitan Cooperative Educational Service Agency
2268 Adams Drive, N. W.
Atlanta, Georgia 30318

Dear Mr. Weiner:

We are delighted to publicize Project STRETCH in the December issue of the CRRC Communicator. Bruce Weston asked that I forward a copy of the publication to you. The article is on page two.

The Communicator has a circulation of 15,000 in California. We are happy to help get the word out.

Sincerely,

Sally V. Holm

Sally V. Holm
Editor, The Communicator

SVH:cc

cc: Bruce Weston

Enclosure

CALIFORNIA REGIONAL RESOURCE CENTER

requirements of P.L. 94-142 is meeting for its development. We have seen schools who "rubber stamp" a piece of paper, and we understand their concern about wasted time. We have also worked with teams who are seeing the need to expand and enrich their professional roles, reduce categorical labels for programming, and implement systematic and integrated educational plans and services. These teams have the potential of being leaders in the field as P.L. 94-142 is implemented, and their success and growth will serve as models for the state.

Mainstream With "STRETCH"

Project STRETCH is the acronym for Strategies for Training Teachers to Teach Children with Handicaps. It's the name given to a unique new instructional program designed to train regular teachers to identify and sustain mildly handicapped children in their classrooms as part of the emphasis on mainstreaming.

Concepts are presented in twenty, half-hour color videotape cassettes. Programs are designed to be used as a package or as individual modules.

Produced by a grant by HEW through Title IV funds, the tapes employ fast-paced dramatizations to illustrate possibilities for restructuring classroom delivery and management systems.

One of the tapes was nominated for an Emmy award for Best Instructional Program in Georgia in 1976.

Each tape is supplemented by a manual that contains activities for independent study and simulations to be conducted under the direction of a teacher trainer.

Prior to selection for national dissemination, Project STRETCH was used extensively in Georgia to meet teacher recertification requirements that all teachers earn five quarter hours in Exceptional Children.

The project's director is Lawrence R. Weiner. It was developed by the Metropolitan Cooperative Educational Service Agency of Atlanta.

Additional information is available from the agency at the following address: 2268 Adams Drive, N.W., Atlanta, Georgia 30318.

FROSTIG GETS CSDC FUNDS

A new Child Service Demonstration Center has been funded at the Marianne Frostig Center for Educational Therapy in Los Angeles. The new center will use the educational therapy approach developed by Marianne Frostig to serve severely learning disabled children, ages 5-15, in three model classrooms.

The program will integrate mental health and psycholeducational approaches to learning disabilities, and include diagnostic evaluations by interdisciplinary teams and development of IEPs.

For further information, contact: Dr. Mario Pascale, Executive Director, Marianne Frostig Center, 5981 Venice Blvd., Los Angeles, CA 90034. Phone: (213) 937-0490.

APPENDIX D

STRETCH

WORKSHOP EVALUATION

LOCATION _____ DATE _____

PLEASE CHECK APPROPRIATE AREAS

REGULAR CLASSROOM TEACHER____ LEVEL_____ DISTRICT SIZE_____

SPECIAL EDUCATION TEACHER _____ AREA_____

REGULAR EDUCATION ADMINISTRATOR _____ TITLE_____

SPECIAL EDUCATION ADMINISTRATOR _____ TITLE_____

COLLEGE/UNIVERSITY PERSONNEL _____ TITLE_____

STATE EDUCATION AGENCY PERSONNEL _____ TITLE_____

OTHER _____ DESCRIBE _____

STRETCH TAPE(S) VIEWED:

_____

_____

_____

STRETCH MANUAL(S) USED:

_____

_____

_____

HOW MIGHT YOU UTILIZE THESE MATERIALS IN YOUR STATE OR DISTRICT?

WHAT SUGGESTIONS DO YOU HAVE FOR USE BY OTHER PERSONNEL?

PLEASE REACT TO THE STRETCH MATERIALS BY PLACING AN 'X' IN THE APPROPRIATE COLUMNS.

	STRONGLY AGREE	*AGREE*	*DISAGREE*	*STRONGLY DISAGREE*
1. The subject matter provided new information.	—	—	—	—
2. The subject matter was too complex.	—	—	—	—
3. The subject matter provided specific ideas.	—	—	—	—
4. The subject matter was valuable for practical application.	—	—	—	—
5. The subject matter gave me ideas that will help me perform my job more effectively.	—	—	—	—
6. The objectives of this module are clear to me.	—	—	—	—

1. What insight, advice or ideas did you receive from the module(s)?

2. What were the weaknesses of the module(s)?

3. What recommendations do you offer for improving the module(s)?

4. What recommendations do you offer for improving the workshop?

S T R E T C H
REGIONAL WORKSHOP

Metropolitan Cooperative Educational Service Agency
2268 Adams Drive, N. W.
Atlanta, Georgia 30318
404/352-2697

STATE _____ DATE _____

POSITION _____

	YES	NO
1. Were the workshop objectives made clear?	___	___
2. Did the announced objectives and what was actually taught agree?	___	___
3. Was the workshop time well used and not wasted?	___	___
4. Was the instructor genuinely concerned with your progress and actively helpful?	___	___
5. Were major points or concepts summarized or emphasized?	___	___
6. Were you given sufficient opportunities to express your opinions?	___	___
7. Was your interest in the materials heightened by the workshop?	___	___

8. How do you feel about the scope of the workshop and the amount of material which was covered? Poor ___ Fair ___ Good ___ Excellent ___

9 How would you rate the speed at which material was introduced and covered? Poor ___ Fair ___ Good ___ Excellent ___

10. Overall, how would you rate:
    (a) the value of the workshop? Poor ___ Fair ___ Good ___ Excellent ___
    (b) the effectiveness of the instruction? Poor ___ Fair ___ Good ___ Excellent ___

11. List the three most effective learning experiences.

_____

_____

_____

12. List the three least effective learning experiences.

_____

_____

_____

MY PERSONAL PLAN OF ACTION

1. I want to achieve the following goals:_____

_____

2. What could keep me from reaching this goal?

_____I don't really have the skills, ability and/or knowledge needed.

_____I don't want it badly enough to really work for it.

_____I'm afraid that I might fail

_____I'm afraid of what others might think.

_____Others don't want me to reach this goal.

_____The goal is really too difficult to ever accomplish.

Some other reasons might be:_____

_____

3. What are some things I could do so the above things don't prevent me from reaching my goal?

_____

_____

4. Who can help me?

Name:	Kind of help:
_____	_____
_____	_____

5. What are my chances for success?

	Why do I feel this way?
_____Very Good	
_____Good	_____
_____Fair	_____
_____Poor	_____
_____Very Poor	_____

6. What are some of the good things that might happen if I reach this goal?

_____

_____

7. What are some of the bad things that might happen if I reach this goal?

_____

_____

_____

8. What are the chances that the bad things would happen if I reach the goal?

	What could be done to reduce the odds?
____Very High	_____
____High	_____
____50/50	_____
____Low	_____
____Very Low	_____

9. Do I still want to try to reach this goal?

____Yes

____No

____Still Undecided

10. What are some first steps I could take to reach this goal?

_____

11. What else must I do if I am really to succeed?

_____

_____

12. Am I going to take the above steps?

____Yes

____No

____Still Undecided

13. If my answer to No. 12 is Yes, I make the following self-contract:

SELF-CONTRACT

I, _____, have decided to try to achieve the goal of _____. The first step I will take to reach this goal will be to _____ by _____ _____. My target date for reaching the goal is_____.

DATE_____ SIGNED_____

(WITNESSED BY)_____

APPENDIX E

STRETCH Tapes Purchased/Previewed

DATE	AGENCY/STATE	AMOUNT PURCHASED	AMOUNT PREVIEWED
6/77	Independent School District 709 Duluth, Minnesota		5
6/77	University of Utah Salt Lake City, Utah	2	
7/77	Independent School District 709 Duluth, Minnesota	6	
7/77	GST - Special Education Program Hillsboro, North Dakota	12	
7/77	Indiana University - Purdue Indianapolis, I. .iana		4
7/77	Coronet Media Chicago, Illinois		2
9/77	Ohio Department of Education Columbus, Ohio		2
10/77	Instructional Resource Center Cleveland, Ohio		3
10/77	Department of Education Oklahoma City, Oklahoma	5	
10/77	Southwest Georgia GLRS Albany, Georgia	6	
10/77	West Central GLRS Newnan, Georgia	6	
10/77	North Central GLRS Ellijay, Georgia	6	
10/77	Metro West GLRS Atlanta, Georgia	6	
10/77	Northeast Georgia GLRS Athens, Georgia	6	
10/77	East Georgia GLRS Augusta, Georgia	6	
10/77	Metro South GLRS Griffin, Georgia	6	

DATE	AGENCY/STATE	AMOUNT PURCHASED	AMOUNT PREVIEWED
10/77	Middle Georgia GLRS Macon, Georgia	6	
10/77	West Georgia GLRS Columbus, Georgia	6	
10/77	Metro East GLRS Scottdale, Georgia	6	
10/77	Coastal Area GLRS Savannah, Georgia	6	
10/77	East Central GLRS Wrightsville, Georgia	6	
10/77	Southeast Georgia GLRS Ambrose, Georgia	6	
10/77	Teacher Education Center Forest Park, Georgia	6	
10/77	GST - Special Education Program Hillsboro, North Dakota	8	
11/77	Defiance Board of Education Defiance, Ohio	5	
11/77	University of New Mexico Albuquerque, New Mexico		6
12/77	University of Arizona Tucson, Arizona		20
12/77	University of Iowa Iowa City, Iowa		20
12/77	Lucas County Schools Toledo, Ohio	1	20
12/77	Defiance County Board of Education Defiance, Ohio	1	
12/77	Virginia Polytechnic & State University Blacksburg, Virginia		1
12/77	Henderson State University Arkadelphia, Arkansas		4
12/77	Auburn University SERRC Montgomery, Alabama	20	
1/78	Berrien County School District Berrien Springs, Michigan		8

DATE	AGENCY/STATE	AMOUNT PURCHASED	AMOUNT PREVIEWED
1/78	Augustana College Sioux Falls, South Dakota		7
1/78	SERC Marshall, Minnesota		20
1/78	Board of Education Virginia Beach, Virginia		20
1/78	Independent School District 709 Duluth, Minnesota		20
1/78	Rutgers University New Jersey		20
1/78	Education Service Center Victoria, Texas		20
1/78	Cal State/Sonoma Rohnert Park, California		20
1/78	Metro West GLRS Atlanta, Georgia	2	
1/78	Southwest Georgia GLRS Albany, Georgia	2	
1/78	West Central GLRS Newnan, Georgia	2	
1/78	East Georgia GLRS Augusta, Georgia	2	
1/78	Northeast Georgia GLRS Athens, Georgia	2	
1/78	Metro South GLRS Griffin, Georgia	2	
1/78	Middle Georgia GLRS Macon, Georgia	2	
1/78	West Georgia GLRS Columbus, Georgia	2	
1/78	Northwest Georgia GLRS LaFayette, Georgia	2	
1/78	Metro East GLRS Scottdale, Georgia	2	
1/78	Coastal Area GLRS Savannah, Georgia	2	

DATE	AGENCY/STATE	AMOUNT PURCHASED	AMOUNT PREVIEWED
1/78	East Central GLRS Wrightsville, Georgia	2	
1/78	Southeast GLRS Vidalia, Georgia	2	
1/78	North Central GLRS Ellijay, Georgia	2	
1/78	South Central GLRS Waycross, Georgia	2	
1/78	Teacher Education Center Forest Park, Georgia	2	
1/78	University of New Mexico Albuquerque, New Mexico	20	
2/78	Augustana College Sioux Falls, South Dakota		13
2/78	Dartmouth Medical School Hanover, New Hampshire		7
2/78	SPE Department Idaho Falls, Idaho		7
2/78	Manitoba Department of Education Winnipeg, Canada		7
2/78	Township School District Mt. Prospect, Illinois		20
2/78	SEIMC Kalamazoo, Michigan		20
2/78	Centralia School District LaPaloma, California	2	
2/78	East Allen County Schools New Haven, Indiana		20
2/78	Educational Service Center El Paso, Texas		20
2/78	CESA #6 Chippewa Falls, Wisconsin		7
2/78	Board of Education - UFSD Northport, Long Island, New York		6
2/78	Region IV, ESC Houston, Texas		7

DATE	AGENCY/STATE	AMOUNT PURCHASED	AMOUNT PREVIEWED
3/78	Berrien County Intermediate School District Berrien Springs, Michigan	10	
3/78	Valley City State College Valley City, North Dakota	1	
3/78	North Utah Services Center Heber City, Utah		7
3/78	Catholic School Center Calgary, Canada		20
4/78	Saskatoon Catholic Board of Education Saskatoon, Canada		7
4/78	San Francisco Title VI Project San Francisco, California		20
4/78	WNYE-TV Brooklyn, New York		20
4/78	Project PREP Sioux Falls, South Dakota	1	
4/78	Special Education RRC Cincinnati, Ohio	2	
4/78	Florida LRS Punta Gorda, Florida		1
4/78	United Learning Institute, Inc. Eugene, Oregon		14
4/78	Vista Unified School District Vista, California		20
4/78	LRS-Sonoma County Board of Education Sana Rosa, California		20
4/78	Appling County Board of Education Baxley, Georgia	20	
4/78	Tuscola Intermediate School District Caro, Michigan		7
4/78	Colonial Northampton Intermediate Unit Nazareth, Pennsylvania		20
4/78	Department of Education Augusta, Manie		20
4/78	Riverside County Schools Riverside, California		20

DATE	AGENCY/STATE	AMOUNT PURCHASED	AMOUNT PREVIEWED
4/78	Instructional Programs, WVPT Harrisonburg, Virginia		7
4/78	West Georgia College Carrollton, Georgia	2	
4/78	N. W. Tri-County Unit Edinboro, Pennsylvania		20
4/78	Siskiyon County Schools Yreka, California		7
5/78	East Georgia GLRS Augusta, Georgia	20	
5/78	District #17 Schools Sumter, South Carolina	20	
5/78	LINC Services Westerville, Ohio		2
5/78	Charles E. Merrill Publishers Columbus, Ohio		2
5/78	Bemidji Regional Council Bemidji, Minnesota		13
5/78	Southwest Development Lab Austin, Texas		20
5/78	FLRS Punta Gorda, Florida		7
5/78	SPE, PS 159 New York City, NY		14
5/78	Evans County Board of Education Claxton, Georgia	9	
5/78	Boston Public Schools Boston, Massachusetts		20
5/78	FLRS Punta Gorda, FLA		1
5/78	Bibb County Board of Education Macon, Georgia	20	

APPENDIX F

Wood County Office of Education

Dallas E. Gardner, Superintendent

Norman Lattanza, Pupil Personnel Director

COUNTY OFFICE BUILDING
Court House Square
Bowling Green, Ohio 43402
Phone: (419) 352-6531

September 15, 1977

Dr. Ernest L. Bently, Jr.
Director
Metropolitan Cooperative Educational
Service Agency
2268 Adams Drive, N.W.
Atlanta, Georgia 30318

Dear Dr. Bently,

As Chairperson, for the Northwest Ohio Special Education Supervisors Organization, I would like to express our appreciation for the presentation of "Project Stretch" by Dr. Collins. She not only did a superb job in directing this project, as evidenced by its content, but her presentation was splendid. It certainly created interest in Northwest Ohio.

As a result of general supervisor acceptance in this region, this organization is recommending that the Ohio Division of Special Education consider reviewing "Project Stretch".

Thank you for your consideration in allowing Northwest Ohio to be one of the first regions to review "Project Stretch".

Sincerely,

Karl Lysinger
Chairperson,
Northwest Ohio Special Education
Supervisors Organization

LK:ld

cc: Ellouise Collins

Wood County Office of Education

Dallas E. Gardner, Superintendent

Norman Lattanza, Pupil Personnel Director

COUNTY OFFICE BUILDING
Court House Square
Bowling Green, Ohio 43402
Phone: (419) 352-6531

September 15, 1977

Dr. Ellouise Collins
Director, PROJECT STRETCH
Metropolitan Cooperative Educational
Service Agency
2268 Adams Drive, N.W.
Atlanta, Georgia 30318

Dear Ellouise,

On behalf of the Northwest Ohio Special Education Supervisors Organization, I would like to express our sincere thanks for the presentation on "Project Stretch".

In general, we received positive responses from those attending and inquiries from those who had heard the content of the workshop. To be more specific, comments centered around two words - comprehensive and creative. Ed Kapel, the LD/EMR consultant with the State Department, expressed some very favorable comments concerning the project.

Consequently, our organization is requesting that "Project Stretch" be placed on the agenda for discussion on September 20th at the "Invitational Conference for EMR, LD and Workstudy Coordinators". I am enclosing a copy of that letter for your review.

Your return to Northwest Ohio just couldn't be soon enough - don't work too hard - and I hope to see you in December.

Sincerely,

Karl Lysinger
Chairperson,
Northwest Ohio Special Education
Supervisors Organization

KL:ld

Wood County Office of Education

Dallas E. Gardner, Superintendent

Norman Lattanza, Pupil Personnel Director

COUNTY OFFICE BUILDING
Court House Square
Bowling Green, Ohio 43402
Phone: (419) 352-6531

September 15, 1977

Mr. Edward Kapel
Consultant EMR/LD
Ohio State Department of Education
Division of Special Education
933 High Street
Worthington, Ohio 43085

Dear Mr. Kapel,

On behalf of the Northwest Ohio Special Education Supervisors Organization, I would like to express our thanks for taking time from your demanding schedule to attend the "Project Stretch" Workshop last month.

The consensus of our Organization is that "Project Stretch" is a creative and comprehensive approach to meeting the challenge of in-servicing general educators to the needs and strategies for teaching children with handicaps.

We would, therefore, like to recommend that "Project Stretch", as a point of discussion for alternatives for future implementation in Ohio, be placed on the agenda for the "Invitational Conference for EMR, LD and Workstudy Coordinates".

Again, thank you for your concern, and we hope to have the pleasure of your company in Northwest Ohio soon.

Sincerely,

Karl Lysinger
Chairperson,
Northwest Ohio Special Education
Supervisors Organization

KL:ld

cc: Dr. Ellouise Collins

September 21, 1977

Dr. Ellouise Collins
Project Director
Project STRETCH
1260 Rockcut Road
Forest Park, Georgia 30050

Dear Ellouise:

I have made up an agenda for your activities for the week of October 17th for your visitation to our area.

I have also enclosed the airline tickets made in reservation for your flight to Fargo from Atlanta. These tickets have been pre-paid, so all you need to do is get on the plane.

In regards to your agenda of activities planned for the week of October 17th, the following has been planned:

October 16, 1977

Arrive from Atlanta to Fargo and transportation to Hillsboro and accomodations at the Hillsboro Inn.

October 17, 1977

9:00 a.m. to 11:30 a.m. --- Visit Central Valley Public School to see mainstreaming and Special Education services.

11:30 a.m. to 1:00 p.m. --- Lunch and travel to Mayville.

1:00 p.m. to 4:00 p.m. --- Presentation of Federal Laws 94-142 and Section 504 to Superintendents of Griggs, Steele and Traill Counties regarding implementation of the least restrictive alternative and the in-service of regular educators to accomodate mild to moderate handicapped children in the regular class setting.

October 18, 1977

9:00 a.m. to 4:00 p.m. --- Presentation of Workshop to Directors of Special Education, Collegerpersonnel and interested Administrators regarding Project STRETCH and Project SEFRE in the in-service of regular educators to accomodate the handicapped child in the regular setting. Activities: The current operation of Project STRETCH as it has assisted regular education in the state of Georgia regarding Georgia legislation for training of teachers in Special Education.

7:00 p.m. to 10:00 p.m. --- Presentation of a selected module of Project STRETCH to teachers in Project SEFRE Workshop at Mayville.

October 19, 1977

9:00 a.m. to 4:00 p.m. --- Visitation to School Districts with the tri-county area to see operation of Special Education service in the least restrictive alternative, i.e. Finley-Sharon Public School and Binford Public School, Project BICAR.

7:00 p.m. to 10:00 p.m. --- See the schedule for the same time period on October 18, 1977, only this Workshop location is at Finley.

October 20, 1977

9:00 a.m. to 4:00 p.m. --- Presentation to Special Education personnel, CEC mini-convention andWoodrow Wilson School in Fargo. Topic: What is the least restrictive alternative? Presentation of Project STRETCH and Project SEFRE in preparing regular class teachers for the least restrictive alternative for handicapped children.
Also featured at Moorhead State U - Mnnn.
Evening --- Dinner at the Director of Special Education's home.

October 21, 1977

9:00 a.m. to NOON --- In-service of GST Consulting Teacher staff in delivery of modular units in mini-workshops with regular educators.

1:00 p.m. to 3:00 p.m. --- Travel to Fargo to leave.

If you can do so, please bring along copies of your handouts regarding Project STRETCH so that many of the people who are going to be in the Workshop setting, especially on Tuesday and Friday, can have that material to be further involved with you regarding the possibility of using and purchasing the prepared materials you have within the Project.

As I had mentioned to you in our phone conversation, if at all possible, please bring along a set of the eight tapetapes that you have produced and the accompanying materials necessary for their use. If they are at least as good as the tapes I have already purchased, I will ask you to leave them and issue a Purbhase Order.

I am also enclosing a copy of the letter sent to the Superintendents and, when printed, will also send you a copy of the letter sent for the Tuesday Workshop setting.

If there is any other information that you need regarding your visit with us, please let me know.

Sincerely,

David N. Sapp, Ed. D.
Director of Special Education

DNS:srs

Enclosures

cc: Dr. Larry Weiner
Dr. David Lee

October 3, 1977

Dr. James Everett
Department of Special Education
College of Education
University of New Mexico
Albuquerque, New Mexico 87131

Dear Dr. Everett:

This letter is in response to our phone conversation of September 30, 1977 in which we discussed your department sponsoring one of the national workshops needed to disseminate Project STRETCH.

According to our phone conversation I would like to clarify the following points:

(1) The workshop will be conducted by Project STRETCH staff March 8-9-10, 1978.
(2) A minimum of 40 participants will participate in the workshop.
(3) Your department will contact the Area Learning Resource Center at New Mexico State University making them aware of the workshop and asking them to contact the appropriate representatives from Utah, Arizona, Colorado and Nevada.
(4) Upon receipt of a purchase order from your department we will furnish you with the following videotape cassettes for preview:

- #4 - Assessment
- #5 - Classroom Management Techniques for Special Children
- #6 - Effective Conferences with Parents of Special Children
- #12 - The Exceptional Child
- #15 - Learning Styles
- #16 - Behavior Modification

(5) The cost of previewing the above videotapes will be $50.00.

The tapes must be returned within 10 days of receiving them. The preview cost will be credited toward purchase. (All tapes are approximately 30 minutes in length and require a 3/4" color video cassette player and monitor.)

(6) We will also send preview copies of appropriate written materials for each tape requested.

(7) Please understand that none of the material requested for preview can be copied or duplicated during the preview period. This would be in direct conflict of our copyrights and HEW requirements.

I enjoyed talking with you and look forward to continued contact with you in planning for our workshop.

Kindest regards,

Lawrence R. Weiner
Director
Project STRETCH

LRW:nrp

cc: Dr. Ernest Bentley
Ms. Ossie Thomas
Ms. Mary Jon Cadora

Special Education

New Rockford, North Dakota 58356

P.O. Box 351

Phone: 947-5015

Benson, Eddy, Foster, Sheridan, Wells Counties

Director

Ron Vetter

October 24, 1977

Project STRETCH
M-CESA
2268 Adams Drive N.W.
Atlanta, Georgia 30318

Dear Sir:

I recently had the pleasure of attending a workshop conducted by Dr. Collins and Dr. Weiner on Project STRETCH. It was coordinated by Dr. Dave Sapp at Langdon, North Dakota on October 18, 1977.

During the inservice, various exposure systems to acquaint us with the Project were utilized, one of which included video presentations.

I am particularly interested in purchasing one video session: #11, Language Development through the use of the Experience Story. My question is this, however, the presentations I saw were utilizing 3/4" cassette films. Are these also available in ½" reel to reel color media? If so, the cost, and details of how to purchase it.

Again, thanks for the resource. I found it very valuable.

Sincerely,

Ron Vetter

Ron Vetter
Special Education Director

RV/drp

GEORGIA SOUTHERN COLLEGE
STATESBORO, GEORGIA 30458

Nov. 2, 1977

Dear Larry,

How can I thank you enough for all the help you gave me during the recent G. E. C. meeting. You made the day an enjoyable experience!

Now, about your promise to come to G. S. C. We are ready and waiting. I've spoken with the El. Ed. people and they will work around the three days you will be able to give us. As soon as you send us dates between Jan. 16th and and Mar. 3d. we will begin our plans and tell all of what you have to give.

Thanks again,

Walter!

Fargo Public Schools

District Office - 1104 Second Avenue South - Fargo, North Dakota 58102
Phone 701-235-6461

Superintendent
Dr. Vern S. Bennett

Assistant Superintendents
Mr. Robert C. Glock
Dr. James D. Kieley
Dr. Glenn Melvey
Mr. Lyle C. Sorum

November 15, 1977

Dr. Lawrence R. Weiner
Director of Project Stretch
2268 Adams Drive, N.W.
Atlanta, Georgia 30318

Dear Larry:

Greetings! Thank you so very much for the prompt sharing of the Georgia Special Education Program Guidelines that you sent to me a couple of weeks ago. It has been most helpful as we've been working on our own program guidelines. We're a ways from having our handbook completed, however, much of the material in the Georgia State Guide was very useful as we we struggled with our program definitions.

I've received much positive feedback from many of our staff on your in-service presentation here and on the excellent videotapes. I am planning on loaning several of Dave's Moduls from him for our staff in-service. I was also pleased to have had an opportunity to visit with you and Eloise and to allow you to develop a better feeling about North Dakota!

I look forward to seeing you again in the near future. Continued good vibes as you disseminate the Modules this year...

Take care,

Nancy L. Burkland
Coordinator/Gifted and Learning Disabled

NLB:as

November 17, 1977

Dr. Walter Peach
Georgia Southern College
Statesboro, Georgia 30458

Dear Walter:

Concerning my offer to provide a STRETCH workshop for your faculty and students, we would like very much to provide this for you. If you can invite some appropriate people from Florida or Alabama, this would help us with our regional dissemination objectives.

Mary Jon Cadora, Ossie Thomas and I will be seeing you January 25, 26, and 27, 1978. The schedule for these three days should be:

January 25	1 - 4 P.M.
January 26	9 - 12 Noon
	1 - 4 P.M.
January 27	9 - 11:30 A.M.

The above schedule is flexible. Please make sure we have the appropriate equipment (3/4" videotape cassette color player and two color monitors). We expect you to make reservations for us in the most "uptown" place in Statesboro.

Let us know how this looks.

Sincerely,

Lawrence R. Weiner
Director
Project STRETCH

LRW:nrp

Henderson State University
Arkadelphia, Arkansas 71923

January 26, 1978

Mr. Lawrence R. Weiner, Director
Metropolitan Cooperative Educational
Service Agency
2268 Adams Drive, N.W.
Atlanta, Georgia 30318

Dear Mr. Weiner:

Thank you for your prompt reply concerning the April workshop in Arkadelphia. We are very pleased that Ms. Cadora will be the Project STRETCH consultant. As discussed previously, we will reimburse Ms. Cadora for travel and expenses. We should be able to get the reimbursement back in approximately two weeks. The necessary forms will be completed while Ms. Cadora is on campus.

Ms. Cadora's schedule will include: Thursday, April 6, informal presentation to some of the staff at the Arkansas Children's Colony (state institution for the mentally retarded--this presentation is at the request of the superintendent). Friday, April 7 workshop presentations at 10:00 a.m. and 1:30 p.m. We are hoping for 50 workshop participants.

Travel plans should include flying into Little Rock where I will meet Ms. Cadora at the airport and bring her to Arkadelphia. Transportation back to Little Rock will also be provided on Friday afternoon. Reservations at DeGray State Lodge will be made for her for the nights of the 5th and 6th.

Our Media Lab should be able to provide any of the equipment you need for the presentation. The equipment will handle 3/4 inch video tape.

We are looking forward to your visit. If there are questions I have left unanswered, please let me know. As soon as your travel arrangements are made, please let us know your arrival time in Little Rock.

Sincerely,

Tom Pace

Tom Pace, Chairman
Special Education Department

GEORGIA SOUTHERN COLLEGE
STATESBORO, GEORGIA 30458

Feb. 20, 1978

Dear Mary Jon,

Our students are still talking about your trip to Statesboro. We did so appreciate your coming to G. S. C.

Would you please do me a favor? Did our scissors get mixed with yours? If so, please send them to either me or Betty.

Thank you for taking the time for such a small item.

Sincerely,

Walter

Walter

March 10, 1978

Dr. Tom Pace, Chairman
Department of Special Education
Box 2960
Henderson State University
Arkadelphia, Arkansas 71923

Dear Dr. Pace:

I am eagerly anticipating my visit to Henderson State University in April for STRETCH.

As we discussed in our last conversation, I will plan to bring the tape and support materials on Behavioral Management for the two Friday workshops. I will also bring other tapes and materials along for possible use at the Children's Colony and for your interest.

My travel schedule calls for me to arrive in Little Rock via Frontier flight #43 at 7:47 p.m. on Wednesday night, April 5th and to leave Little Rock via Delta flight #748 at 6:56 p.m. on Friday night, April 7th. I hope these will be convenient times for you and that it allows adequate time to complete the workshops on Friday. If I need to make other arrangements, please let me know.

This will be my first trip to Arkansas so it will be a double treat for me. I look forward to meeting you and working with you.

Sincerely,

Mary Jon Cadora
Consultant
Project STRETCH

MJC:nrp

Enclosure

March 21, 1978

Dr. James Everett
Associate Professor of
Special Education
Department of Special Education
The University of New Mexico
Albuquerque, New Mexico 87131

Dear Dr. Everett:

The enclosed materials will be used for our workshop, so please plan to bring them when you pick Dr. Thomas and me up at the airport.

We will also need the following materials which we would like for you to supply:

scissors	poster board
glue	construction paper

These materials are essential and I am leaving it up to you to decide how much, depending upon the number of people registered.

Just a reminder, we will be arriving on Continental Flight #273 at 12:21 p.m. on April 4th. We will leave on April 7th at 4:50 p.m.

Look forward to seeing you.

Kindest regards,

Lawrence R. Weiner
Director
Project STRETCH

LRW:nrp

April 11, 1978

Dr. James Everett
Department of Special Education
College of Education
University of New Mexico
Albuquerque, NM 87131

Dear Jim:

We wish to extend a large thank you for the opportunity to present our STRETCH workshop to the fine people of New Mexico. The accommodations were great and the participants were enthusiastic. A special acknowledgement needs to be extended to Ellie and Kathy who were very organized and kept their "cool" under pressure.

Please remind Gary Adamson to send me the appropriate names concerning dissemination, and we still need copies of your evaluation forms.

Again, thanks for a well run workshop.

Sincerely,

Lawrence R. Weiner
Director
Project STRETCH

LRW:nrp

Henderson State University

Arkadelphia, Arkansas 71923

April 14, 1978

Ms. Mary Jon Cadora
Metropolitan Cooperative Educational
Service Agency
2268 Adams Drive, N.W.
Atlanta, Georgia 30318

Dear Mary Jon:

I want to express our appreciation to you for participating in Henderson State's Special Education Workshop. The presentations were terrific and feedback from workshop participants has been extremely positive. Several people have voiced an interest in seeing more of Project STRETCH material and all were given the address and phone number as to where to contact you.

Approximately eighty people attended the workshop with representatives present from institutions, day service programs for the mentally retarded, EOA Agencies, and public schools. The turnout was good.

Appreciation is also conveyed to you from Mrs. Forte and the Children's Colony staff for your Thursday presentation. It was well received and according to Mrs. Forte, stimulated much positive discussion.

Our workshop would not have been a success without your time and preparation. Your efforts are sincerely appreciated and you have a standing invitation to visit Henderson State University any time.

Sincerely,

Tom Pace

Tom Pace, Chairman
Special Education Department

TP/mh